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ABSTRACT

Designed for use by practitioners and classroom teachers with varying backgrounds and teaching experience, this curriculum guide is intended as a pattern to aid in the enrichment and development of more inclusive curriculums. Complete with behavioral objectives, course content, suggested learning activities, materials and equipment, teacher resources, evaluation procedures, and curriculum alternatives for each of the subjects covered, the material presented may be varied or altered to integrate desired learning skills while developing the attitudes and work habits needed for success in employment. Courses described under secretarial subjects include shorthand, typewriting, office machines, and office practice; under quantitative business subjects, recordkeeping, business mathematics, and data processing; and under social business subjects, business law, consumer education, and business organization. (SN)

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BUSINESS EDUCATION CURRICULUM GUIDES for the 70's

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BUSINESS EDUCATION

CURRICULUM GUIDES FOR THE 70's

A Cooperative Project
Involving

New Jersey Business Education Association
And
Division of Vocational Education

New Jersey Department of Education
And
North Hunterdon Regional High School Distrist

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P R E F A C E

This handbook is a product of the combined efforts of the New Jersey Business Education Association, the North Hunterdon Regional High School District, and the Division of Vocational Education, New Jersey Department of Education. It represents the thinking of leading business educators on the secondary and higher education levels throughout the state. This effort took original form in a proposal by the New Jersey Business Education Association which, because of its merit, was granted funding by the State Department of Education. The proposal was the basis for this project, "Business Education Curriculum Guides for the 70's."

The purpose of this handbook is to provide current and relevant curriculum guides in an effort to improve the quality of instruction and to revitalize the business education curriculum. To implement this purpose, the guides appearing in this handbook have been given statewide distribution.

A C K N O W L E D G E M E N T S

Tribute is paid here to the Steering Committee that conceived, advised, and helped to administer this valuable project. This committee includes Mrs. Mary E. Reilly, President; Mr. Charles J. Inacker, President Elect; Mr. Donald R. Coffman, First Vice-President; Mr. Robert Holmes, Past President of the New Jersey Business Education Association; and State Department of Education representatives Dr. Ellis R. Thomas, the Director of Vocational-Technical Program Services, and Mr. William H. Curlott, Supervisor of Business Education.

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I N T R O D U C T I O N

Technological developments and the rapid pace of changes in our society have significant implications for business education. These implications have recently emphasized the importance of career education. The school must offer organized experiences designed to enable the student to acquire skills that will be needed for employment, to give him an opportunity to obtain knowledges in areas related to these skills, and to provide an opportunity for him to acquire the attitudes and work habits needed for success in employment. These experiences cannot be restricted to goals of job entry skills only but should be the basis for growth in skills and knowledge of employment or additional career education.

It must be emphasized that business education, in addition to career development, makes a valuable contribution to each individual in his personal, civic and economic well being. Through the social-business subjects, it is hoped that the student will enhance his consumer understanding and his literacy, which are essential for future citizenship responsibility. It also should be understood that business education is concerned with the whole child and offers opportunities to develop the mental, physical, and social potential for each student.

This handbook, Business Education Curriculum Guides for the 70's, focuses upon the practioner, the classroom teacher. Its targets include teachers of varied years of experience, from all types of districts; urban, suburban, rural, communities

of various sizes, economically advantaged and disadvantaged districts.

Hopefully, these guides will offer materials that will stimulate teachers to examine their own thinking about curriculum improvements and to transfer them into school programs and classroom activities that they can accept and manage. Improvements include objectives that are related to student needs, reorganization of subject content, newer teaching methods, logical scope and sequence of courses, creative use of materials, and appropriate measuring instruments and procedures--all to be appraised in light of their effect upon the learner and the teaching-learning situation.

It must be emphasized that the guides are to be adapted to local needs and that they should help in making curriculum decisions related to the characteristics of each individual school. In essence, the materials are recommendations, not prescriptions.

The theme of adaptability can be seen in the behavioral objectives stated in each curriculum guide. Every behavioral objective must contain three elements: terminal behavior, conditions under which the student will be performing, and the minimal acceptable criteria. Because the guidelines are being prepared for every high school in the State of New Jersey, it would be educationally unsound to set conditions and standards for all districts to follow. Therefore, the behavioral objectives will include only suggested student terminal performances.

The objectives will provide the teacher with a variety of student behaviors to choose from and will allow the individual teacher to design complete performance objectives to meet the needs of his students by assigning conditions and standards to their performance.

It is essential that the components of a curriculum guide--course content, learning activities and experiences, materials and equipment, teacher resources, student evaluation procedures, and curriculum alternatives--be related to and determined by the behavioral objectives of that guide.

The curriculum guides can be the basis of or provide ideas for:

1. Interdisciplinary teaching
2. Intradisciplinary teaching
3. Classroom learning resource centers
4. Use of facilities and equipment
5. Varied organizations of instruction (large group, small group, independent study)
6. Varied teaching strategies and styles
7. In-service and staff development programs
8. Instruments and procedures for evaluation
9. Individualized instruction
10. "Grassroots" action research
11. Student motivation
12. Teacher accountability
13. Direct reading activities
14. Student self-evaluation

15. Teacher self-evaluation
16. Course content articulation (horizontal and vertical)
17. Use of community resources
18. Differentiated staffing
19. Use of student planning participation
20. Teacher lesson planning
21. Varied questioning techniques
22. Differentiated student assignments
23. Ungraded curriculum
24. Student grouping
25. Creation of learning packets
26. Multi-level materials
27. Remedial and corrective work
28. Enrichment activities

(The ideas presented above are merely a few of the ways this curriculum guide can improve the teaching of business education.)

SECRETARIAL SUBJECTS

Courses offered in the Secretarial Studies area provide for the acquisition of skills in typewriting, shorthand, transcription, and business machine operation; for the integration of skills in the performance of office-related activities; and for the development of personal competencies and qualities desirable for successful vocational experiences.

These courses are designed to meet a wide range of needs--from personal use to vocational competency. The skill subjects are arranged so that a student may follow an entire sequence, may take the introductory course only, or may take a course with specifically defined personal-use objectives.

Office Machines may be offered as a separate course, or machine-operation procedures may be integrated with the course content of Clerical Office Practice or Secretarial Office Practice. Depending upon individual career objectives, vocational students usually select Secretarial Office Practice or Clerical Office Practice as a terminal course. Therefore, an attempt is made in both courses to individualize the curriculum so as to best enhance the student's employment potentials.

General course aims are as follows:

SHORTHAND I -- Shorthand I can provide vocational as well as personal-use advantages. This course incorporates the learning of shorthand theory, as well as the basic dictation and transcription skills necessary to apply this theory.

SHORTHAND II AND TRANSCRIPTION -- Upon successful completion of Shorthand II and Transcription, the student will be prepared through accumulated word building skills, phrasing principles, speed building techniques, and office-style dictation to secure gainful employment as a stenographer.

TYPEWRITING I -- Typewriting I offers instruction in learning how to typewrite as well as in applying typewriting skill in the preparation of letters, manuscripts, tabulations, and other business related applications. To obtain vocational competency, a student usually takes Typewriting II.

TYPEWRITING II -- Typewriting II is a vocational course designed to prepare competent, highly skilled typists for work in modern offices by developing high speed typing with appropriate accuracy. Vocational competency in production typing is the desired outcome.

OFFICE MACHINES -- The Office Machines course is designed to acquaint the students with basic business equipment which is commonly used in business offices. Upon successful completion of the course, students should be familiar with the handling of calculating equipment, duplicating equipment, transcribing equipment, and other miscellaneous office machines.

CLERICAL OFFICE PRACTICE -- Clerical Office Practice is designed to prepare students for threshold employment as clerk-typists, receptionists, file clerks, mail clerks, calculating machine operators, or duplicating machine operators. A student's skills and experiences are integrated and directed toward preparing for, obtaining, and holding an office position.

SECRETARIAL OFFICE PRACTICE --Secretarial Office Practice is the terminal course for the student desiring to become a stenographer/secretary. Skills in shorthand and typewriting are further developed. Skills in office procedure, operation of office machines, and office communications are developed. Time is devoted to personal qualifications for the job. Personal guidance in the techniques of applying for and obtaining a job is given each student.

PERSONAL TYPEWRITING -- Personal Typewriting offers instruction in typewriting and develops skill in using the typewriter as a communication tool for college, general, or personal use. It is a course which is advantageous for all non-business students--college preparatory, terminal, and general. An important objective of the course is the fusing of typewriting, English, and communications skills.

PERSONAL NOTETAKING -- Personal Notetaking is designed for secondary non-vocational and college-bound students. This course is often taken in conjunction with Personal Typewriting. Its aim is to provide instruction in notetaking while the student is listening or reading. The student will record his notes by using an abbreviation system (alphabet or symbol).

SHORTHAND I

I. BEHAVIORAL OBJECTIVES

Each student will, by the end of the course, be able to:

A. Read text-plate shorthand words, sentences, paragraphs, and letters with accuracy at a prescribed number of words a minute.

B. Read and write brief forms, phrases, and common words without hesitation.

C. Demonstrate the ability to write dictated words using the correct character, prefix, suffix, abbreviation, and/or principle.

D. Transcribe shorthand notes using correct sentence punctuation, spelling, and English grammar with 95 per cent accuracy.

E. Demonstrate correct notebook techniques (dated pages, crossed out notes, and elastic bands).

F. Demonstrate appropriate utilization of work space as measured by teacher observation.

G. Demonstrate the ability to write unpracticed, unpreviewed shorthand at the minimum rate of sixty words a minute for three minutes at least twice and to transcribe this dictation with ninety-five per cent accuracy within thirty minutes. The transcript will:
   1. Demonstrate the ability to remember a series of words during dictation, to take dictation simultaneously, and to complete the dictation within fifteen seconds after it ends.
   2. Demonstrate the understanding of business vocabulary through application in business correspondence.
   3. Demonstrate the use of reference sources in transcription to eliminate non-shorthand errors.

II. COURSE CONTENT

A. Principles of shorthand
   1. Theory
      a. Alphabet
      b. Word beginnings and endings
      c. Brief forms
      d. Phrases
      e. Abbreviated words
      f. Geographical expressions

2. Pretranscription techniques
    a. Punctuation
    b. Spelling
    c. Capitalization
    d. Other English applications

B. Dictation
    1. Plate material
    2. Familiar material
    3. Preview material
    4. New material
    5. Connected reading and writing material
    6. Speedbuilding

C. Transcription
    1. Handwritten
    2. Typewritten
    3. Techniques
        a. Punctuation
        b. Spelling
        c. Capitalization
        d. Other English applications
        e. Dates
        f. Street addresses
        g. Expressing amounts of money
        h. Expressing times of day

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Spell shorthand outlines aloud in unison
B. Read shorthand outlines aloud in unison
C. Write shorthand outlines from teacher and/or tape direction
D. Review brief forms
    1. Take from tape and/or teacher dictation
    2. Identify from flash cards
    3. Identify from overhead projector with transparency
    4. Identify from brief form wall charts
    5. Identify from skill builder
E. Trace shorthand outlines in text or homework notes from dictation
F. Scribble-write dictation
G. Dictate words to preview a letter
H. Dictate word phrases to preview a letter
I. Read material to be dictated
J. Sky write dictation
K. Dictate and spell individual words as a preview
L. Write words requested by students
M. Postview dictation
N. Read dictation within small groups
O. Take dictation from a student who is writing the identical material as he is reading it
P. Transcribe homework
    1. Orally
    2. Written
Q. Use alternate dictation plans depending on goal
    1. Stair-step plan
    2. Pyramid plan

3. Weekly speed-building plan
4. One-minute plan
5. Individual differences plan

R. Use multi-channel equipment

(Refer to methods books and professional periodicals for additional activities)

IV. SUGGESTED MATERIALS AND EQUIPMENT

A. Brief form flash cards
B. Cassette playback unit
C. Cassette tapes
D. Dictionary
E. Film loops
F. Individual headset/ear clip
G. Notebook
H. Pens, pencils
I. Phrase flash cards
J. Programmed-learning material
K. Published tapes
L. Records
M. Reel-to-reel tapes
N. Shorthand dictionary
O. Stopwatch
P. Student transcript
Q. Style-reference manual
R. Teacher-prepared tapes
S. Textbook
T. Today's Secretary magazine
U. Typewriter
V. Workbook to accompany text

V. TEACHER RESOURCES

A. Bulletin boards
B. Dictation sources
   1. Published dictation texts
   2. Teacher-prepared dictation
   3. Published dictation in magazines
C. Skill builder with filmstrips
D. Flannelgraphs
E. Flash cards
F. Grease pencil or equivalent
G. Instructor's manual
H. Multi-channel dictation equipment
I. Overhead projector and screen
J. Publishers' tapes
K. Published transparencies
L. Resource library which includes methods books, professional periodicals and business education research materials
M. Screen
N. Stopwatch
O. Tape recorders
P. Television
Q. Teacher-prepared tapes
R. Teacher prepared transparencies
S. The Secretary magazine
T. Thermal transparency maker
U. Time clock
V. Wall charts

VI. STUDENT EVALUATION PROCEDURE

A. Pretesting and/or advanced placement testing--when appropriate
B. Dictated words (theory)

C. Transcription of theory words
D. Brief form tests
   1. Dictated
   2. Sentence form
   3. Transcription
E. Phrase tests
   1. Dictated
   2. Sentence and paragraph form
   3. Transcription
F. Dictation and transcription of plate material
   1. Practiced
   2. Unpracticed
G. Dictation and transcription of familiar and previously practiced dictation
H. Dictation and transcription of new-matter dictation
I. Timed shorthand plate transcription
J. Timed homework notes transcription
K. Timed oral transcription
L. Spelling tests
M. Punctuation tests

VII. CURRICULUM ALTERNATIVES

A. Have students take notes in other school activities and transcribe them as outside practice
B. Direct class to small-group learning, such as: reading in pairs, dictation in pairs, required-pair proofreading to increase accuracy of both students
C. Encourage homework from other classes written in shorthand to be checked over by shorthand teacher for accuracy--possibly key words
D. Have students prepare tapes for class use to provide additional and new voices and build a dictation library
E. Add typewriters to each work station to integrate typewritten transcripts as early as possible
F. Give individualized instruction through programmed texts and accompanying tapes or through programmed text-kit with correlating tapes
G. Offer televised instruction through teacher-prepared video tapes or published video tapes
H. Use programmed materials to reinforce classroom learning for the slow or problem student
I. Open multi-channel equipment room, if it is free during the day, to allow students to get extra dictation, make up tests, review lessons

SHORTHAND II AND TRANSCRIPTION

I. BEHAVIORAL OBJECTIVES

At the completion of Shorthand II and Transcription, the student will be able to:

A. Take unpreviewed, unpracticed dictation at a minimum rate of 80 words per minute for three minutes at least twice and transcribe on a typewriter with 95 per cent accuracy within thirty minutes.

B. Prepare a predetermined number of typewritten transcripts, with a carbon copy, which meet office mailability standards at a minimum transcription rate of 12 words per minute.

C. Demonstrate correct sentence punctuation, spelling, and English grammar on selected sentences, paragraphs, and/or business correspondence.

D. Demonstrate proofreading proficiency on selected exercises.

E. Demonstrate correct notebook techniques (crossed-out notes, dated pages, and elastic bands) and appropriate utilization of work space as measured by teacher observation.

F. Take office-style dictation and read it back without hesitation as it would be transcribed.

G. Demonstrate shorthand theory on word lists of business vocabulary, geographical expressions, and proper names.

II. COURSE CONTENT

A. Theory review
   1. Outline construction
   2. Recall drills
   3. Word families
   4. Frequent names
   5. Frequent phrases
   6. Geographical expressions
   7. Word beginnings and endings

B. Dictation
   1. Speed building
   2. Office style
   3. Special vocabulary building

C. Transcription
   1. Review typing skills
      a. Carbons
      b. Corrections

2. Transcription techniques
   a. Letter styles
   b. Punctuation
   c. Spelling
   d. Grammar
3. Refinement of correspondence-transcription skills
   a. Typing from shorthand notes
      (1) Plates
      (2) Homework
      (3) Dictation
   b. Judging letter length
   c. Using shorthand notebook correctly
4. Mailable transcripts

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Review brief forms
   1. Oral
   2. Tapes
   3. Filmstrips
B. Dictate with preview
C. Dictate new matter
D. Dictate office style
E. Dictate appropriate magazine articles with preview
F. Postview dictation
G. Televise notetaking to demonstrate correct procedures
H. Utilize small-group dictation
I. Simulate office dictation
   1. Telegrams
   2. Instructions
   3. Messages
J. Provide for transcription of homework
K. Alternate dictation plans
   1. Pyramid plan
   2. Stair-step plan
   3. Weekly speed-building plan
   4. One-minute plan
   5. Individual differences plan

(Refer to methods books and professional periodicals for additional activities)

IV. SUGGESTED MATERIALS AND EQUIPMENT

A. Textbook
B. Shorthand notebook
C. Student transcript
D. Pen and pencil
E. Individual earpiece
F. Typewriter
G. Dictionaries
H. Today's Secretary
I. Style-reference manual
J. Records, tapes, and film loops
K. Programmed learning material
L. Cassette player and cassettes
M. Shorthand dictionary
N. Transcription practice sets
O. Office supplies

V. TEACHER RESOURCES

A. Bulletin boards
B. Television
C. Flash cards
D. Wall charts

E. Overhead projector and screen
F. Tape recorder
G. Record player
H. Teacher-prepared tapes
I. Dictation sources
   1. Published dictation tests
   2. Teacher-prepared dictation
   3. Published dictation in magazines
J. Multi-channel dictation equipment
K. Stop watch
L. Instructors' manuals
M. Grease pencils
N. Transparencies
   1. Teacher prepared
   2. Publisher prepared
O. Thermal transparency maker
P. Resource library which includes methods books, professional periodicals, and business research materials

VI. STUDENT EVALUATION PROCEDURES

A. Pretesting and/or advanced placement testing--when appropriate
B. Dictated theory words
C. Transcription of theory words
D. Brief form tests
   1. Dictated
   2. Sentence form
   3. Transcription
E. Phrase tests
   1. Dictated
   2. Sentence and paragraph form
   3. Transcription
F. Dictation and transcription of plate material
   1. Practiced
   2. Not practiced
G. Dictation and transcription of familiar and previously practiced material
H. Dictation and transcription of new-matter material (Mailable)
I. Timed shorthand plate transcription
J. Timed homework notes transcription
K. Spelling and punctuation tests
L. Geographical expressions and proper names tests
M. Timed oral transcriptions

VII. CURRICULUM ALTERNATIVES

A. Have students take notes in school activities and transcribe them as outside practice
B. Direct class to small-group learning, such as: reading in pairs, dictation in pairs, required pair proofreading to increase accuracy of both students
C. Encourage homework from other classes written in shorthand to be checked by the shorthand teacher for accuracy--possibly key words

D. Have students prepare tapes for class use to provide additional and new voices and help build a dictation library
E. Give individualized instruction through teacher-prepared videotapes
F. Use programmed materials to reinforce classroom learning

TYPEWRITING I

I. BEHAVIORAL OBJECTIVES

Each student will, by the end of the course, be able to:

A. Use correct typewriting techniques.

B. Recognize, identify, and use typewriter service parts.

C. Set margins for a variety of line lengths.

D. Touch type at least 35 words per minute for five minutes with no more than five errors.

E. Center vertically and horizontally on any size paper.

F. Differentiate between good and poor corrections.

G. Prepare a predetermined number of tabulation problems in a timed period.

H. Identify the parts of a business letter.

I. Prepare a predetermined number of mailable business letters in a timed period.

J. Prepare manuscript copy with footnotes and quoted material in a timed period.

K. Identify and use proofreaders' symbols.

L. Type from rough draft, statistical, handwritten, and unarranged material.

M. Apply typing skill in the preparation of business forms.

N. Prepare envelopes, postal cards, and index cards in good form.

O. Prepare carbon copies.

P. Proofread rapidly and accurately.

Q. Compose at the typewriter.

R. Type on ruled forms.

II. COURSE CONTENT

A. Keyboard mastery
   1. The "technique" approach
   2. Touch keyboard control of alphabet, numbers, and symbols

3. Correct usage of typewriter service parts
4. Continuity in typing
5. Proofreading
6. Calculate words per minute
7. Organize the work station

B. Related typing skills
1. Margin control
2. Tabulator operation
3. Word division
4. Horizontal centering
5. Vertical centering
6. Spread centering
7. Block centering
8. Listening for the bell
9. Aligning
10. Erasing
11. Spreading
12. Squeezing
13. Constructing basic symbols
14. Carbon paper usage
15. Typewriter care
16. Changing the typewriter ribbon
17. Spacing following punctuation
18. Representing numbers with words or digits in typed material
19. Typing from rough draft copy
20. Typing from unarranged material
21. Using proofreaders' symbols
22. Forming good work habits
23. Developing ability to work with others
24. Developing self-evaluative skill
25. Effective proofreading
26. Following directions
27. Using time-saving routines

C. Production power
1. Correspondence
   a. Personal business letters
   b. Business letters
   c. Interoffice memos
   d. Telegrams
   e. Resume
   f. Postal cards
   g. Addressing envelopes
   h. Letter folding
   i. Letter composition
   j. Business forms
2. Tabulation
   a. Basic open styles with main headings and secondary headings
   b. Column headed tables of varying lengths
3. Manuscripts
   a. Simple, one-page reports
   b. Unbound and bound reports
   c. Reports with footnotes
   d. Reports typed from rough draft and unarranged copy
   e. Title page
   f. Table of contents
   g. Bibliography
4. Composition at the typewriter

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Activities for initial learning stages
   1. Call "cues" frequently
   2. Observe students at work daily--praise, as well as offer constructive suggestions for technique improvement
   3. Provide for direct dictation, unison drills, and pacing drills
   4. Follow a uniform pattern for introducting new reaches
   5. Conduct manipulative drills on carriage return, tab key, and other service parts
   6. Develop routine in class organization whenever appropriate--typing headings on papers, distributing materials, beginning warm up activities
   7. Use drill work to build number typing confidence
   8. Use videotape both to evaluate technique and to assist students in developing good technique
   9. Use technique-evaluation checklists not only for self-evaluation but also for teacher evaluation

B. Activities for developing typing skill
   1. "Show how" rather than "tell how" (Demonstrate the correct way)
   2. Encourage self-competition daily
   3. Plan for timed activity daily
   4. Utilize pacesetting, speed spurts, guided writings, technique improvement drills, manipulative drills, etc., regularly
   5. Provide for individualized practice goals
   6. Match copy structure to practice purpose
   7. Diagnose possible causes of student error and suggest appropriate corrective drills and procedures
   8. Conduct drills on aligning, typing from rough draft material, statistical copy, word division, under the pressure of time
   9. Correlate drills with production jobs immediately following whenever possible
   10. Add vividness to every lesson by demonstrating to emphasize the purpose or function of a drill
   11. Observe students at work in corrective practice, production typing, and timed typing activity
   12. Add variety to the classroom routine by using additional media--skill builder, music, etc.
   13. Rotate student seating positions at intervals throughout the school year
   14. Build efficient production in the non-typing aspects of typewriting
   15. Set attainable goals for each drill conducted
   16. Use the skip around methods of making assignments from the text, rather than assigning a lesson a day in consecutive order

C. Activities for building production power
   1. Utilize transparencies for new material presentation
   2. Utilize the production skill building cycle: learning, untimed; skill building, timed; measurement, timed
   3. Use realistic forms, business papers, and situations whenever possible
   4. Recognize that short intensive drill sessions are more likely to hold the attention of the students than are longer periods of activity
   5. Allow students to correct their own production work instantly by providing duplicated proofguides or showing correct results on the overhead projector
   6. Permit students to do some thinking on their own
   7. Encourage self-evaluation of the usability or mailability of the copy prepared

IV. SUGGESTED MATERIALS AND EQUIPMENT

A. Typewriters -- a minimum number of makes and models; more elite than pica typestyles; incorporate some electric typewriters and plan to increase the number of electrics with future replacements
B. Adjustable student desks and posture chairs
C. Textbooks
D. Copyholders
E. Reference materials:
   1. Dictionary
   2. Secretarial handbooks
   3. Atlas
   4. Manuscript style manuals
   5. Zip code directory
F. Large wall calendar
G. Erasers
H. Stapler, paper cutter, and other office supplies

V. TEACHER RESOURCES

A. General course presentation
   1. Demonstration stand--adjustable, movable
   2. Demonstration typewriter
   3. Teacher's manual and key accompanying the textbook
   4. Supplementary drill and exercise materials, pamphlets, and texts
   5. Stop watch
   6. Interval timer
   7. Chalkboard
   8. Overhead projector on stand
   9. A thermal transparency maker
   10. Transparencies
      a. teacher made
      b. publisher prepared
   11. Grease pencils

12. In/Out basket
13. Supply closet (for paper, ribbons, and other supplies)
14. File cabinet (for supplementary drill materials, student folder
15. Paper cutter
16. Bulletin board
17. Tool kit (for minor repairs)
18. Machine maintenance and repair report system
19. Seating chart
20. Projection screen
21. Current periodicals in a resource library of professional material

B. Special purpose contributions
1. Keyboard wall chart
2. Wall charts of correct posture, letter parts, manuscript format, job opportunities for typists, etc.
3. Films and projector
4. Diatypes
5. Skill builder and film strips
6. Tape recorder (head sets)
7. Pacers
8. Record player with rhythm records
9. Opaque projector
10. Slides and projector
11. Film loop projector
12. Videotape

C. Unique course organization
(Systems are described under Curriculum Alternatives)

VI. STUDENT EVALUATION PROCEDURES

A. Pretesting and/or advanced placement testing--when appropriate
B. Utilize technique inventories to evaluate student performance in early stages of skill development
C. Keep a record of student words per minute on selected timings to note progress in the development of basic skill competencies in statistical typing, rough draft typing, typing from unarranged material
D. Periodically administer three-minute writings (in early stages) and five-minute writings (by mid year) for evaluation purposes
E. Administer 15- to 25-minute timings to measure performance in production typing
F. Utilize publisher prepared production tests
G. Use drill work to evaluate for goal setting and diagnostic purposes
H. Employ the International Typewriting Contest Rules as a basis for identifying errors on timed writings
I. Observe students at work daily to evaluate work habits and attitudes
J. Recognize achievement through the use of proficiency certificates and awards

K. Consult tables within the Teachers' Manual for factors to be considered in determining the final grade

VII. CURRICULUM ALTERNATIVES

A. Organizational approaches
   1. Media approaches for teaching the keyboard to a group are available. Some systems provide for a lighted letter on a large board. Through pre-recorded programmed instruction, the students hear the letter called and strike the key on the command to type.
   2. The language laboratory set up may be adapted by having typewriting lessons pre-recorded on tape for individual student use in a study carrel. Tapes for keyboard learning are available from textbook publishers, but teacher-made tapes may be utilized as well. Production typing applications may also be placed on tape. These tapes may then be adapted for preliminary instruction, remedial instruction, as well as to individualize instruction. Tape presentations may be used for an entire course, selected portions of a course, or to reinforce learning.
   3. Programmed materials permit independent study of typewriting. In an individual study carrel, through the use of slides, tapes, and films, and under the guidance of an instructor, the student progresses at his own pace through a series of pre-planned objectives and check points. Both initial keyboard learning and production typing applications may be acquired in this multi-media approach.
   4. Closed circuit television may be employed for large group typewriting instruction. The master teacher presents the course material, while the teacher aides work directly with the students in the classroom to reinforce the learning activities.
   5. Multiple dictation channels already used in shorthand classes have an application for individualizing typewriting instruction in a classroom. Lessons may be prepared on tapes and then transmitted at several levels (current lesson, an advanced lesson, a remedial lesson, a special skill building lesson, a review lesson) during one class period and the student can tune in to the band of instruction geared to his own needs.

B. Interdisciplinary approaches
   1. Meet with the English department, and adopt a manuscript style which will be uniformly accepted
   2. Encourage students to type work due in other classes as out-of-class practice

3. Consider participation in the preparation of material for extra-curricular activities at the end of the school year, such as typing copy for the yearbook, writing thank you letters to yearbook advertisers, or other similar short term projects
4. Use bulletin boards and slide-tape presentations to inform students of job opportunities for typists

TYPEWRITING II

I. BEHAVIORAL OBJECTIVES

Each student will, by the end of the course, be able to:

A. Touch type from straight copy at a rate of at least 50 words per minute for five minutes with no more than five errors.

B. Touch type from statistical copy for a prescribed length of time and with a specified degree of accuracy at a speed equal to at least two-thirds of his straight copy rate.

C. Prepare a predetermined number of mailable business letters in a timed period.

D. Prepare a minimum number of tabulation problems in a timed period.

E. Prepare manuscripts for reports with footnotes and quoted material within a specified time limit.

F. Recognize and prepare business forms from unarranged data.

G. Apply chain feeding in the preparation of envelopes, index cards, and labels.

H. Prepare legal documents on legal-sized paper or ruled forms.

I. Recognize and use proofreaders' symbols.

J. Distinguish between mailable and unmailable copy.

K. Identify and use off-size stationery.

L. Prepare multiple copies including special notations.

M. Erase and correct errors skillfully.

N. Prepare fill-in forms from unarranged data.

O. Construct original tables from unarranged material.

P. Compose at the typewriter.

Q. Prepare materials for duplicating.

R. Recognize and prepare forms used in applying for employment.

S. Justify copy to a prescribed line length.

II. COURSE CONTENT

A. Related typewriting skills
   1. Word division
   2. Aligning
   3. Proofreading
   4. Squeezing and spreading of letters
   5. Use of typewriter parts
   6. Care and maintenance of the typewriter
   7. Changing ribbons
   8. Using reference materials
   9. Using correct number expressions, capitalization, punctuation, and grammar
   10. Using good judgment
   11. Erasing neatly and quickly
   12. Following directions
   13. Developing competency in self-evaluation (productive and personal)
   14. Encouraging interpersonal relationships

B. Vocational competency
   1. Business letter production
      a. Letter styles and punctuation
      b. Envelopes
      c. Carbon copies
      d. Letters containing tabulation
      e. Off-size stationery
      f. Form letters
   2. Business forms typing
      a. Invoices
      b. Bills of lading
      c. Purchase orders
      d. Telegrams
      e. Telefax and desk-fax messages
      f. Interoffice correspondence
      g. Labels
      h. Index cards
   3. Tabulation production
   4. Rough-draft typing
   5. Statistical copy
   6. Materials for duplicating and copying processes
   7. Qualifying for employment
      a. The letter of application
      b. Resumé
      c. Filling out employment applications
   8. Legal work
      a. Typing legal work on printed forms
      b. Typing legal work on legal-sized paper

9. Chain feeding
    a. Envelopes
    b. Index Cards
    c. Labels

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Activities for strengthening related typewriting skills
    1. Demonstrate correct technique for assembling carbon packs, chain feeding, etc.
    2. Utilize transparencies for material presentation as well as student self-evaluation
    3. Provide for typing on letterheads and printed forms from workbooks and practice sets
    4. Plan to include typing from supplementary drill books to develop speed and accuracy
    5. Construct office-type situations and encourage typing from rough draft and handwritten materials
    6. Encourage good proofreading techniques--give students credit for finding errors
    7. Encourage use of a variety of reference materials
    8. Encourage use of correct number expression, capitalization, punctuation, and grammar through composition activities
    9. Plan for timed drill daily
        a. Speed spurts
        b. Progressive difficulty drills
        c. Concentration drills
        d. Accuracy/speed/accuracy drills
        e. Manipulative drills
        f. Ladder drills
        g. Progressive speed drills

B. Activities for vocational competency
    1. Building skill in handling business papers efficiently and systematically
    2. Develop the ability to plan and organize work--priorities
    3. Provide for the typing of problems under the pressure of timing
    4. Emphasis on mailable standards
    5. Stress accuracy for vocational competency
    6. Develop a good attitude--neatness, pride in a job well done, willingness to work, cooperation, courtesy, consideration for others, acceptance of responsibility, self-control, ability to get along with workers, and good work habits
    7. Develop student responsibility for maintenance and care of the typewriter
    8. Correlate classroom training with community needs

C. Activities to maintain motivation
    1. Challenge with new goals constantly
    2. Use contests and awards programs
    3. Use proficiency tests

4. Plan for self-competition as well as group competition
5. Use problem-solving activities to integrate typewriting and other skills
6. Use source documents for report preparation

IV. SUGGESTED MATERIALS AND EQUIPMENT

A. Typewriters
   1. Pica
   2. Elite
   3. Electric
B. Adjustable student desks and posture chairs
C. Textbooks
D. Individual practice set
E. Reference materials
   1. Dictionaries
   2. Secretarial handbooks
   3. Atlas
   4. Manuscript style manuals
   5. Telephone directory
   6. Zip code directory
F. Stapler, staple remover, and paper cutter
G. Office supplies
   1. No. 6 3/4 envelopes
   2. No. 10 envelopes
   3. Window envelopes
   4. 3" x 5" index cards
   5. Letterheads
   6. Bond paper
   7. Type cleaner
   8. Onion skin second sheets
   9. Carbon paper
   10. Eraser shields
   11. Gummed labels
   12. Manila folders
   13. Stencils
   14. Masters
   15. Mimeograph paper
   16. Duplicating paper
H. Copyholders
I. Large wall calendar
J. Erasers
K. Supplementary drill books and materials

V. TEACHER RESOURCES

A. General course presentation
   1. Demonstration stand--adjustable, movable
   2. Demonstration typewriter
   3. Teacher's manual and key accompanying the textbook
   4. Supplementary drill books and pamphlets
   5. Chalkboard
   6. Bulletin board
   7. Stop watch
   8. Interval timer
   9. Supply closet (for paper, ribbons, and other supplies)
   10. Wire baskets and filing trays

11. File cabinets (for paper, ribbons, and other supplies
12. Tool kit
13. Seating chart
14. Machine repair and maintenance report system
15. Overhead projector
16. Screen
17. Availability of thermal transparency maker
18. Transparencies
    a. Teacher made
    b. Publisher purchased
19. Paper cutter
20. Grease pencils
21. Current periodicals and a library of methods materials
22. Tests
    a. Commercial
    b. Teacher prepared

B. Special purpose contribution
1. Films and projector
2. Filmstrips and projector
3. Slides and projector
4. Wall charts on employment opportunities
5. Machines related to typewriting
6. Pacer
7. Opaque projector
8. Film loop projector
9. Names of local resources for class field trips
10. Names of company representatives to demonstrate equipment and supplies
11. Postal scale

C. Unique course organization
(Systems are described under Curriculum Alternatives)

VI. STUDENT EVALUATION PROCEDURES

A. Pretesting and/or advanced placement testing--when appropriate
B. Administer typewriting tests to measure straight copy skills of students
C. Administer problem-solving tests to determine whether a student can think, follow directions, and follow through a problem
D. Administer production typewriting tests for 15, 20, or 25 minutes--stress mailability
E. Use production tests available through textbook publishers
F. Administer employment tests for practice
G. Give proficiency certificates
1. Commercial
2. Teacher prepared
H. Use mailability standards for vocational competency on production work

I. Use International Typewriting Rules as a basis for identifying errors on timed writings
J. Recognize achievement via student participation in awards programs
K. Observe students at work to evaluate attitudes and work habits
L. Utilize student committees to evaluate proofreading skill. Give students credit for finding errors. Teacher will spot-check
M. Consult tables within the teachers' manual for factors to be considered in determining the final grade in Typewriting II

VII. CURRICULUM ALTERNATIVES

A. Organizational approaches
   1. Use block scheduling when teaching Typewriting II to shorthand students (One period may follow the other to allow an extended period of time for combining typing and stenographic activities to allow for simulation and integrated exercises.)
   2. Use activities packets for problem-solving exercises (For example, envelopes may contain instructions for ordering merchandise from a catalog. The student will organize the information and then type a purchase order. With a variety of packets available, students may handle each packet on a rotating basis.)

B. Interdisciplinary approaches
   1. Visit local offices for a day as part of a supervised program
   2. Utilize equipment available in school offices and local business offices to extend exposures to more sophisticated typewriter-oriented equipment; i.e., composer, teletype, keypunch, computer console, and automatic typewriters
   3. Use multi-channel facilities to teach students the basis of machine transcription, incorporating listen/type/listen techniques and, if time permits, utilize transcription equipment

OFFICE MACHINES

I. BEHAVIORAL OBJECTIVES

Each student will, by the end of the course, be able to:

A. Identify common business machines and their functions.

B. Use touch operation on ten-key machines.

C. Use multiple key depression technique on full keyboard machines.

D. Recognize and describe machine terminology and machine part functions.

E. Solve a series of problems on any full keyboard machine (adding-listing, rotary) within a specified time and with an appropriate degree of accuracy.

F. Solve a series of problems on any ten-key machine (adding-listing, electronic calculator, printing calculator) within a timed period and with an appropriate degree of accuracy.

G. Prepare and run a fluid master.

H. Prepare and run a stencil.

I. Prepare a paste-up.

J. Prepare a direct-image offset master.

K. Identify and explain the tools and techniques used in the various duplicating processes.

L. Select appropriate duplicating processes for any given office task.

M. Use transcription equipment and transcribe mailable letters in a timed period and with a specified degree of accuracy.

N. Calculate postage rates.

II. COURSE CONTENT

A. Office equipment
   1. Safe operation
   2. Care and maintenance
   3. Economic use of supplies

B. Adding, calculating, and electronic machines
   1. Review of arithmetic principles as they apply to machine usage
   2. Machine operation procedures
   3. General overview of specific machine features
   4. Machine operation on an individual basis
   5. Application of business problem solving

C. Duplicating Processes--selecting, preparing materials, and handling equipment
   1. Carbon paper
   2. Fluid process
   3. Stencil process
   4. Offset process
   5. Photocopying processes
   6. Automatic typewriters
   7. Addressing machines

D. Transcribing equipment
   1. Reference materials
      a. Dictionary
      b. Specialized references
   2. Operation of equipment
   3. Care of transcribing equipment and materials
   4. Preparing a mailable transcript

E. Miscellaneous office equipment
   1. For preparing duplicating materials for distribution
   2. For preparing duplicating input electronically
   3. For handling office mail

F. Telephone equipment (Optional)

G. Data processing systems (Optional)
   1. Bookkeeping and billing machines
   2. Unit record equipment

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Provide programmed materials for machine instruction

B. Provide for individualized learning experiences

C. Use practice sets and business papers to develop computational skills

D. Employ a variety of organizational plans
   1. Rotation plan
   2. Battery plan
   3. Job assignment sheets
   4. Small group instruction
   5. Large group instruction
   6. Simulation, model office, and integrated office plan
   7. Programmed instruction

E. Utilize student experiences in duplicating to prepare materials for a manual to be assembled and distributed as a class effort

F. Employ work appraisal forms for self-evaluation, as well as teacher evaluation

G. Build a meaningful library of visuals to assist in the introduction of machines and machine theory

H. Contact sales representatives for machine demonstrations

I. Encourage proper maintenance of equipment and supplies

J. Encourage the development of good office work habits through emphasis on interpersonal relations, punctuality, attendance and cooperation
K. Demonstrate the operation of office equipment prior to individual work on machines
L. Provide for "hands on" experience on office equipment
M. Plan equipment needs for the classroom based on a survey of the business community
N. Use teacher-prepared single concept films or slide-tape presentations to facilitate instruction

IV. SUGGESTED MATERIALS AND EQUIPMENT

A. Classroom instructional materials and supplies
1. Textbooks
2. Workbooks
3. Practice sets
4. Basic office supplies
5. Work tables
6. Machine texts
   a. Regular
   b. Programmed
7. Supplies for all equipment
8. Pretests

B. Classroom references
1. Dictionary
2. Atlas
3. Style manual
4. Zip Code directory
5. Telephone directory
6. Postal directory

C. Equipment
1. Essential
   a. Ten-key adding, listing
   b. Full-keyboard adding, listing
   c. Printing calculator
   d. Rotary calculator
   e. Electronic calculator
   f. Fluid duplicator
   g. Mimeograph
   h. Transcribing equipment
      (1) Belt
      (2) Record
      (3) Disc
   i. Typewriters
      (1) Electric
      (2) Proportional spacing
      (3) Interchangeable type style
      (4) Fabric and carbon ribbon models
   j. Copyholders
   k. Date stamp
   l. Styli
   m. Lettering guides
   n. Shading plates
   o. Illuminated drawing board
   p. Paper cutter
   q. Paper punch
   r. File cabinet
   s. Staplers and staple removers
   t. Collating rack
   u. Postal scale

2. Desirable (based on local needs)
    a. Electronic stencil cutter
    b. Bookkeeping and/or billing equipment
    c. Unit record equipment
    d. Automatic typewriter
    e. Folding machine
    f. PBX switchboard
    g. Teletrainer
    h. Offset press
    i. Programmable calculator
    j. Microfilm equipment
    k. Paper jogger
    l. Collating machine
    m. Key driven calculator
    n. Electrostatic plate maker
    o. Dictating equipment
    p. Cash register
    q. Addressing machine
    r. Word processing equipment

V. TEACHER RESOURCES

A. Teacher prepared job assignment sheets
B. Rotation or battery schedule
C. Machine repair and maintenance report system
D. Demonstrations by sales representatives
E. Overhead projector and transparencies
F. Slides with accompanying tape presentations
G. Sound films and projector
H. Filmstrips and projector
I. Controlled reader with filmstrips
J. Programmed units
K. Single concept films
L. 35mm slide camera or Ektagraphic kit
M. Record player and records
N. Instructional wall charts
O. Thermal copier
P. Videotape

VI. STUDENT EVALUATION PROCEDURES

A. Pretesting and/or advanced placement testing--when appropriate
B. Testing
    1. Timed student performances on machine
    2. Objective tests on functions and parts of machine
    3. Standardized tests
C. Self-evaluation
D. Peer-group evaluation--where appropriate
E. Teacher observation
    1. Time spent for completion of job
    2. Mailability or usability
    3. Organization and work habits

4. Attitudes
5. Decision making
6. Human relations--working with others
7. Resourcefulness

F. Exposure to sample employment tests

VII. CURRICULUM ALTERNATIVES

A. Use commercially or teacher prepared media systems to provide programmed instruction
B. Use directed work experience

CLERICAL OFFICE PRACTICE

I. BEHAVIORAL OBJECTIVES

Each student will, by the end of the course, be able to:

A. Identify the positive and negative features of an office worker's behavior.

B. Identify the positive and negative features of an office worker's appearance.

C. Identify the advantages and disadvantages of various mail-handling routines.

D. Calculate postage rates.

E. Recognize and complete common business forms.

F. Select data from tables in the preparation of business forms.

G. Identify the positive and negative features of business telephone techniques.

H. Code, cross reference, and file business papers and correspondence.

I. Identify and use recommended techniques and proper conduct in seeking office employment.

J. Prepare a letter of application and resumé.

K. Complete employment application forms.
(If course content includes calculating equipment, duplicating equipment, and/or transcription equipment, consult the appropriate objectives cited in the office machines guide.)

II. COURSE CONTENT

A. The clerical job
   1. Overview of job opportunities
   2. Criteria for successful clerical employment
      a. Personal qualities
      b. Personal appearance
      c. Human and interpersonal relations
      d. Efficiency on the job

B. Business letters
   1. Placement and styling
   2. Business stationery
   3. Composing letters

C. Other clerical typing tasks
   1. Business reports and manuscripts
   2. Financial statements and reports
   3. Legal papers, minutes, resolutions
D. Mail and postal procedures
   1. Incoming mail
   2. Outgoing mail
   3. Telegraph service
E. Recordkeeping
   1. Cash and petty cash
   2. Banking
   3. Tax records
F. Telephone communication
   1. Essentials in telephoning
   2. Incoming and outgoing calls
   3. Switchboard operation
   4. Interoffice communications
G. Business filing and record control
   1. Alphabetic filing
   2. Numerical filing
   3. Subject filing
   4. Geographic filing
   5. Cross-referencing
   6. Records management
   7. Filing procedures
   8. Charge, transfer, storage, microfilming
   9. Special files and filing systems
H. Duplicating procedures
   1. Photocopy
   2. Master and fluid or spirit duplicating
   3. Stencil and mimeographing
   4. Offset and other processes
I. Processing data
   1. Full-keyboard and ten-key adding machines
   2. Rotary calculators
   3. Printing calculators
   4. Electronic calculators
   5. Automation ("hands on" optional)
      a. Manual data processing
      b. Mechanical data processing
      c. Punched card data processing
      d. Computer data processing
J. Transcribing equipment (assignment optional)
   1. Belts
   2. Tapes
   3. Discs
K. Communications skills
   1. Grammar
      a. Oral and written grammar
      b. Spelling
      c. Vocabulary
   2. Reading
      a. Charts, graphs, newspapers, periodicals
      b. Handwriting
      c. Sources of information
   3. Listening with understanding, taking instructions, following instructions

L. Job placement
   1. Occupational considerations
   2. Applying for a job
   3. The interview and testing
   4. The new worker on the job

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Employ a variety of class organizational plans to present the subject matter
   1. Rotation plan
   2. Battery plan
   3. Job assignment sheets
   4. Small group instruction
   5. Large group instruction
   6. Role playing
   7. Socio-drama
   8. Simulation, model office, and integrated office plan
   9. Panel discussions
   10. Programmed instruction

B. Add other dimensions to classroom coverage by scheduling field trips, guest speakers, films, and media presentations

C. Schedule the use of the Teletrainer

D. Have students develop a manual which will be useful to them on their first job

E. Plan for periodic self-evaluation, as well as teacher evaluation, through the use of check lists, tape recordings, inventories, and experiences recorded on videotape

F. Provide for the integration of experiences through the use of model office or simulated office projects

G. Use practice sets wherever possible such as in filing and office machines

H. Plan to individualize responsibilities and experiences through special assignments

I. Have students prepare hand-out sheets on current topics to supplement the textbook

J. Build a meaningful library of visuals, resource materials, catalogs, sales brochures, and a list of community resource people

K. Encourage the development of good office work habits through emphasis on interpersonal relations, punctuality, attendance and cooperation

L. Encourage proper handling and maintenance of equipment and supplies

M. Make available and encourage the use of resource materials

N. Assign reports based on research, interviews, office visits, and/or other first-hand experiences

O. Expose students to career opportunities through bulletin board displays, guest speakers, and field trips

P. Make the unit on obtaining a job as meaningful as possible: incorporate it early in the program, provide for practice on employment tests, have students dress as they would for an interview, and role play interview situations
Q. Demonstrate the operation of office equipment prior to individual work on machines
R. Provide for "hands on" experience on office equipment
S. Provide for the development of interpersonal relations through the use of committee work and panel discussions
T. Employ role playing and socio-drama techniques

IV. SUGGESTED MATERIALS AND EQUIPMENT

(Same as those cited in Office Machines guide)

V. TEACHER RESOURCES

(Same as those cited in Office Machines guide)

VI. STUDENT EVALUATION PROCEDURES

A. Pretesting and/or advanced placement testing--when appropriate
B. Timed tests
    1. Problems in filing
    2. Problems on machines
    3. Objective tests
C. Observation
    1. Self-evaluation
    2. Teacher evaluation
    3. Peer evaluation
D. Mailable transcripts and other office communications
E. Problem-solving evaluation
    1. Role playing
    2. Check list evaluation
    3. Performance packets
F. Standardized tests
G. Exposure to sample employment tests

VII. CURRICULUM ALTERNATIVES

A. Employ cooperative office education
B. Use block time scheduling
C. Direct work experience
D. Offer videotape for units in grooming, personal interview, and telephone techniques
E. Have available specialized equipment such as composer typewriters, automatic typewriters, and keypunch
F. Use simulation

SECRETARIAL OFFICE PRACTICE

I. BEHAVIORAL OBJECTIVES

Each student will, by the end of the course, be able to:

A. Identify the positive and negative features of a secretary's behavior.

B. Identify the positive and negative features of a secretary's appearance.

C. Identify the advantages and disadvantages of various mail handling routines.

D. Calculate postage rates.

E. Recognize and complete common business forms.

F. Select data from tables in the preparation of business forms.

G. Identify the positive and negative features of business telephone techniques.

H. Code, cross reference, and file business papers and correspondence.

I. Take office-style dictation and prepare a mailable transcript within a specified time period.

J. Identify and use reference materials and handbooks.

K. Identify and explain the tasks a secretary must perform in planning an itinerary.

L. Compose a mailable business letter illustrating the essentials of good form and composition.

M. Identify and use recommended techniques and proper conduct in seeking secretarial employment.

N. Prepare a letter of application and resumé.

O. Complete employment application forms.

(If course content includes calculating equipment, duplicating equipment, and/or transcription equipment, consult the appropriate objectives cited in the Office Machines guide.)

II. COURSE CONTENT

A. The secretarial job
   1. Secretarial skills and tasks
   2. Receptionist skills and tasks
   3. Criteria for successful secretarial employment
      a. Personal qualities
      b. Personal appearance
      c. Human and interpersonal relations
      d. Efficiency on the job

B. Dictation and transcription
   1. Taking dictation
   2. Transcribing
   3. Transcribing machines

C. Business letters
   1. Placement and styling
   2. Business stationery
   3. Composing letters

D. Other secretarial typing tasks
   1. Business reports and manuscripts
   2. Financial statements and reports
   3. Legal papers, minutes, resolutions

E. Mail and postal procedures
   1. Incoming mail
   2. Outgoing mail
   3. Telegraph service

F. General recordkeeping
   1. Cash and petty cash
   2. Banking
   3. Tax records

G. Telephone communication
   1. Essentials in telephoning
   2. Incoming and outgoing calls
   3. Switchboard operation
   4. Interoffice communications

H. Business filing and records control
   1. Alphabetic filing
   2. Numerical filing
   3. Subject filing
   4. Geographic filing
   5. Cross-referencing
   6. Records management
   7. Filing procedures
   8. Charge, transfer, storage, microfilming
   9. Special files and filing systems

I. Duplicating processes--selecting, preparing material and handling equipment
   1. Photocopy
   2. Master and fluid or spirit duplicating
   3. Stencil and mimeographing
   4. Offset and other processes

J. Processing data
   1. Full-keyboard and ten-key adding machines
   2. Rotary calculators
   3. Printing calculators
   4. Electronic calculators

5. Automation ("hands on" optional)
    a. Manual data processing
    b. Mechanical data processing
    c. Punched card data processing
    d. Computer data processing

K. Making travel and transportation arrangements

L. Communication skills
    1. Grammar
        a. Oral and written grammar
        b. Spelling
        c. Vocabulary
    2. Reading
        a. Charts, graphs, newspapers, periodicals
        b. Handwriting
        c. Sources of information
    3. Listening with understanding, taking instructions, following instructions

M. Job placement
    1. Occupational considerations
    2. Applying for a job
    3. The interview, testing, and follow-up
    4. The new worker on the job

III. LEARNING EXPERIENCES AND ACTIVITIES

(Same as those cited in Clerical Office Practice guide)

IV. SUGGESTED MATERIALS AND EQUIPMENT

(Same as those cited in Office Machines guide)

V. TEACHER RESOURCES

(Same as those cited in Office Machines guide)

VI. STUDENT EVALUATION PROCEDURES

(Same as those cited in Clerical Office Practice guide)

VII. CURRICULUM ALTERNATIVES

A. Use cooperative office education

B. Offer block time scheduling

C. Offer senior intensified program (80 - 120 minutes block of time to develop minimal job-entry skills in stenography, typewriting, and office practice for students with no previous skill training)

D. Use a videotape for units in grooming, personal interview, and telephone techniques

E. Have available specialized equipment such as composer typewriters, automatic typewriters, and keypunch

F. Use simulation

PERSONAL TYPEWRITING

I. BEHAVIORAL OBJECTIVES

Each student will, by the end of the course, be able to:

A. Use correct typewriting techniques.

B. Recognize and use typewriter service parts.

C. Set margins.

D. Touch typewrite accurately.

E. Center vertically and horizontally.

F. Differentiate between good and poor corrections.

G. Prepare tabulated material.

H. Produce mailable letters.

I. Compose original material at the typewriter.

J. Prepare manuscripts with footnotes and quoted material.

K. Use proofreaders' symbols.

L. Type from personal rough drafts.

M. Prepare envelopes.

N. Prepare carbon copies.

O. Proofread.

P. Type on ruled forms.

II. COURSE CONTENT

A. Keyboard mastery
   1. The "technique" approach
   2. Touch control of alphabet, numbers, and symbols
   3. Correct use of typewriter service parts
   4. Continuity in typing
   5. Organizing the work station
   6. Proofreading

B. The typewriter as a communications tool
   1. Aligning
   2. Erasing
   3. Centering
   4. Squeezing and spreading
   5. Word division
   6. Capitalization
   7. Listening for the bell
   8. Outlining
   9. Number typing
   10. Composing
   11. Correcting-as-you-type
   12. Preparing business letters
   13. Preparing manuscripts and reports
   14. Preparing carbon copies
   15. Arranging tabulated material
   16. Typing envelopes, postal cards, announcements, index cards, and other business forms
   17. Writing resumés
   18. Writing letters of application
   19. Writing letters of inquiry

C. Good work habits
   1. Using time-saving routines
   2. Following directions in the preparation of usable copy
   3. Arranging material for display
   4. Locating and correcting errors
   5. Exercising proper care and maintenance of the typewriter
   6. Developing self-evaluative skills
   7. Using reference materials

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Activities for initial learning stages
   (Same as those cited in Typewriting I guide)

B. Activities for developing typewriting skill
   (Same as those cited in Typewriting I guide)

C. Activities for building production typewriting skill
   1. Utilize transparencies for introducing new material, as well as for student evaluation purposes
   2. Encourage typing from unarranged, rough draft, and self-composed copy
   3. Emphasize composition at the typewriter
   4. Integrate production typing activities with personal, curricular, and extra-curricular needs
   5. Use realistic situations and business papers whenever possible
   6. Encourage the completion of problem typing applications under the pressure of time
   7. Enable students to correct their own work on the spot--provide duplicated proofguides or show suggested results on the overhead projector

IV. SUGGESTED MATERIALS AND EQUIPMENT

(Same as those cited in Typewriting I guide)

V. TEACHER RESOURCES

(Same as those cited in Typewriting I guide)

VI. STUDENT EVALUATION PROCEDURES

A. Utilize technique inventories to direct student performance in early stages of skill development
B. Use drill work to evaluate for goal setting and diagnostic purposes
C. Keep a record of student words per minute on selected timings to note progress in the development of basic skill competency
D. Observe students at work daily to evaluate work habits and attitudes
E. Recognize achievement through the use of proficiency certificates--teacher-made or publisher supplied
F. Administer 15- to 25- minute timings to measure performance in production typewriting activities

VII. CURRICULUM ALTERNATIVES

A. Organizational approaches
(Same as those cited in Typewriting I guide)
B. Interdisciplinary considerations
1. Work closely with the Social Studies and English departments to enable typewriting students to carry out course requirements using the typewriter as the communications tool (The typewriting teacher develops continuity, format, and placement skills; the subject teacher evaluates the content)
2. Meet with the English department to mutually agree on a manuscript style to be adopted for both classes
3. In Personal Typewriting courses solely for college preparatory students, consider the advisability of incorporating training in the use of a personal notetaking and writing system with the idea of integrating personal notetaking and typewriting skills

PERSONAL NOTETAKING

I. BEHAVIORAL OBJECTIVES

At the completion of this course, students will be able to:

A. Apply the theory rules of the system learned by writing words without hesitation.

B. Demonstrate the abbreviated words within the system by writing them without hesitation.

C. Demonstrate the ability to take usable notes from a lecture.

II. COURSE CONTENT

A. Theory and practice of system being studied (This could take from three weeks to three months depending on the abbreviation system used.)
B. Techniques of notebook usage
C. Techniques of listening and reading for notemaking
D. Practice in notetaking from lectures, discussions, and reports
E. Transcription of notes in handwriting or typewriting

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Drill on the theory of the abbreviation system being studied
B. Read the abbreviation system from the text, from class notes, from homework, and from dictation
C. Write the abbreviation system quickly and legibly
D. Take notes from lectures, assemblies, panel discussions, and meetings
E. Make notes from reading and research work in the library
F. Re-write notes in report form in longhand or typewriting

IV. SUGGESTED MATERIALS AND EQUIPMENT

A. Textbook
B. Workbooks
C. Notebook, pen, and pencils
D. Records and record player
E. Tapes and recorder or cassette
F. Typewriters
G. Dictionaries
H. Other textbooks, magazines, and newspapers

V. TEACHER RESOURCES

A. Instructor's manual
B. Overhead projector and transparencies
C. Tape recorder or cassettes and tapes
D. Record player and records
E. Wall charts
F. Chalkboard
G. Bulletin board
H. Flash cards
I. Stop watch
J. Magazines and newspapers

VI. STUDENT EVALUATION PROCEDURES

A. Tests of the brief forms of abbreviation system
B. Tests of word lists of abbreviation system
C. Tests on transcription of notes from plate notes in the text
D. Test content of report made from notes of lectures, discussions, and other students' reports

VII. CURRICULUM ALTERNATIVES

A. Cooperate with other subject matter classes for practice of notetaking during lectures
B. Have students report from notes taken while listening to television network news programs (Meet the Press, Face the Nation, etc.) or political speeches
C. Use programmed individualized instruction
D. Consider a "mini" course with no published abbreviation system

QUANTITATIVE BUSINESS SUBJECTS

Quantitative business subjects are designed to provide the students with an exposure to, and an understanding of, the basic skills of each discipline for an entry-level position in business.

The presentation of the course is given as a series of outlines, from the introduction to the conclusion, with no breaking points shown. The points at which first year, second year, etc., are to be made is left up to the discretion of the individual teacher using the guide. An attempt has been made to cover each course as it relates to the entire field for business education students. The concepts and applications of data processing are shown whenever they might be utilized in enhancing the topics in all of the quantitative subjects.

General course aims are as follows:

RECORDKEEPING -- Recordkeeping is a course designed to aid the student in preparing for a wide variety of entry-level jobs in business. The student gains an elementary insight into the organization, operation, and control of business through the use of a series of fundamental recording activities.

In addition, he realizes his responsibility for keeping accurate records for personal use which are vital to his economic welfare.

BUSINESS MATHEMATICS -- Business mathematics is designed to enable the student to work with the basic mathematical principles efficiently and accurately. These basic principles will then be applied to simulated business situations to facilitate the student's use of math in his adult activities and the business world.

BOOKKEEPING AND ACCOUNTING -- Bookkeeping and accounting is designed to enable the student to develop vocational skills for recording, analyzing, and interpreting business operations from a financial standpoint.

The student gains a wide background in business operations and procedures with related business terminology which he will be able to apply to the economic and financial activities of the business world.

DATA PROCESSING -- Data processing is designed to provide students with an understanding of the fundamental concepts of automation and computer science. Emphasis should be placed on the application of data processing concepts to business and industry. Vocational training and entry-level skills are developed in a systems approach to data processing.

RECORDKEEPING

I. BEHAVIORAL OBJECTIVES

Upon completion of the course, the student will be able to:

A. Complete appropriate business forms.

B. Select and apply the appropriate procedures for maintaining basic business records.

C. Write legibly, neatly, and accurately in completing business records.

D. Analyze business requirements and determine what forms and procedures are to be employed.

E. Utilize available machines and equipment to demonstrate his comprehension of their value in maintaining efficient records.

F. Explain the ever-increasing demands by government for accurate business data and the means of reporting such data.

G. Apply data processing principles to recordkeeping procedures.

H. Apply recordkeeping to personal business transactions.

II. COURSE CONTENT

A. Recordkeeping skills
   1. Legible handwriting, especially numbers
   2. Vocabulary employed in everyday business plus specific vocational jargon
   3. Mathematical accuracy and proofs, including estimation
   4. File procedures and systematic record controls
   5. Collect, summarize, and/or interpret data for reports to management
   6. Arrange and compare numbers, dates, names, addresses, etc.
   7. Apply available machines and equipment to work
   8. Analyze printed forms and adapt to procedure
   9. Develop forms and routines to facilitate efficient recordkeeping

B. Records for personal use
   1. Income tax information
   2. Personal checking accounts and bank reconciliations

3. Savings, loans, and other banking facilities
4. Investments and other additions to income
5. Insurance and other obligation records
6. Family income and expense data
7. Household inventories
8. Credit obligations, charge accounts, installments, etc.
9. Verification of the accuracy of household bills

C. Cash and banking procedures
1. Cashier records, making change, proof of cash
2. Cash receipts and payments, including petty cash
3. Preparing bank deposits
4. Checking accounts, endorsements, and bank reconciliations
5. Banking services

D. Payroll procedures
1. Computing wages, time cards, clock, piecework, and overtime
2. Salaries and commissions
3. Payroll deductions, Federal FICA and income taxes, state taxes, insurance, pension, savings, and other miscellaneous deductions
4. Payroll checks and envelopes, tax tables, and preparing cash for envelopes and checks
5. Employee earnings records, statements, and insurance compensation files
6. Court-ordered deductions, garnishments

E. Collection and payment of taxes
1. Employee taxes
   a. Federal b. State
2. Sales and excise taxes
3. Federal and State income and property taxes
4. Supporting schedules for tax purposes

F. Purchases and inventory control
1. Stock records
2. Purchase orders and requisitions
3. Price lists and sources of supply
4. Purchase invoices
5. Receiving records
6. Accounts payable records
7. Returns and adjustments

G. Sales and revenue accounts
1. Cash and charge sales
2. Customer purchase orders
3. Invoices and shipping forms
4. Credit cards and universal charge systems
5. Returns and adjustments
6. Price quotations and inventory lists
7. Accounts receivable records
8. Excise taxes (if used)

H. Expense information and controls
1. Insurance and depreciation schedules
2. Procedures for ordering, maintaining, and controlling supplies

3. Expense accounts and allowance records
4. Equipment maintenance and repair records and schedules

I. The accounting equation and its relationship to the conduct of business and the maintenance of records
   1. Double-entry accounting concepts, basic accounts, and the function of ledgers and journals
   2. The business organizations and the flow of activity peculiar to each type
   3. Analysis of transactions to determine the nature of source documents and fundamental records
   4. Time tables required by financial period and cycles
   5. Component records used for summarized entries
   6. Application of advanced data processing techniques to recordkeeping functions

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Evaluate writing and practice drills designed to help the student improve
B. Audit the mathematical accuracy of his work
C. Analyze and use prepared forms
D. Select data pertinent to specific reports
E. Prepare reports and verify their accuracy
F. Maintain records in a systematic manner and be able to select specific data when requested to do so
G. Prepare tax forms
H. Become knowledgeable with job opportunities and vocational requirements
I. Utilize a wide variety of forms, records, and tables
J. Experience division of work and cooperation with fellowworkers
K. Utilize machines and other available equipment taking advantage of the increased speed and accuracy
L. Follow the flow of cash through all business activities and establish necessary proofs and controls
M. Participate in field trips, simulated and real work experiences

IV. SUGGESTED MATERIALS AND EQUIPMENT

A. Selected texts, accompanying working papers, and sets
B. Facsimile forms common to many businesses
C. Bulletin boards displaying information related to student activities
D. Simulated work experience situations with materials
E. Adding machines and other available equipment

V. TEACHER RESOURCES

A. Supplemental materials available from publishers

B. Lay committee of local businessmen
C. Professional business education magazines, journals, and yearbooks
D. Audio visual equipment for class presentations and for individualized instruction
E. Films, filmstrips, and slides
F. Booklets, pamphlets, poster, and periodicals from business sources both local and national
G. Materials from institutions, agencies, and associations

VI. EVALUATION PROCEDURES

A. Performance goals
   1. Meet the performance goals that specify the desired level of achievement for each unit of study
   2. Self-testing evaluations whenever practical
B. Vocational testing
   1. Civil Service examinations
   2. Employment aptitude tests
   3. Job-entry tests
C. Traditional methods of evaluation
   1. Teacher-prepared tests
   2. Publisher or standardized tests
   3. Teacher observation of class performance

VII. CURRICULUM ALTERNATIVES

A. Make recordkeeping an introductory course to the accounting and bookkeeping sequence
B. Provide vocational students with generalized knowledge and skills applicable to all kinds of occupations
C. Offer college bound students this course to acquire the vocational skills required to obtain part-time jobs
D. Condense or segment course content to accommodate time periods of less than one year
E. Provide instruction by more than one teacher
   1. Individual teachers instructing in areas of specialization
   2. Team teaching with groups of students
F. Observe school recordkeeping activities and operations

BUSINESS MATHEMATICS

I. BEHAVIORAL OBJECTIVES

Upon completion of the course the student will be able to:

A. Demonstrate his ability to perform mathematical computations in addition, subtraction, multiplication, and division with integers, common fractions, mixed numbers, percentages, and decimals.

B. Interpret, analyze, and solve word problems.

C. Apply basic mathematics principles in completing business forms.

D. Apply mathematics principles to consumer-oriented situations.

E. Integrate the mathematics principles learned to all aspects of the business cycle.

II. COURSE CONTENT

A. Development of mathematical skills with integers, common fractions, percentages, mixed numbers, and decimals
   1. Addition
   2. Subtraction
   3. Multiplication
   4. Division

B. Application of mathematics skills to word problems
   1. Recognize the problem
   2. Systematic arrangement of work
   3. Accuracy of computation through auditing

C. Business and personal applications
   1. Business applications
      a. Balance sheet
      b. Inventory records
      c. Income statement
      d. Payroll records
      e. Purchase records
      f. Sales records
      g. Bankruptcy
      h. Manufacturing goods
      i. Types of businesses--distribution of income
      j. Agricultural industry
      k. Computer mathematics and probability
   2. Personal applications
      a. Personal money records
      b. Personal income
      c. Budgets

d. Buying problems
e. Saving and investment
f. Borrowing money
g. Home expenses
h. Travel and transportation expenses
i. Tax problems
j. Everyday measurements and applications

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Use chalkboard for illustrations and demonstrations
B. Relate new material to old knowledge
C. Work with related problems
D. Practice new materials through oral and written drills possibly provided in accompanying workbook or in text
E. Use mental and oral drills to build speed and accuracy
F. Use mathematical games which will stimulate interest
G. Solve business and personal situations by reaching "business-wise" decisions
H. Use simulated business forms requiring mathematical computations
I. Complete samples of mathematics sections from employment tests
J. Complete typical Civil Service test samplings
K. Take brief trips to see mathematics in use in the business world
L. Participate in simulated vocational sessions during which a work atmosphere is developed and students work together towards a project goal using available equipment
M. Complete programmed material according to student's ability from basic problems to more complex problems
N. Drill and practice on an individual basis with the teacher during class practice
O. Team up with other students to either help or gain help in a buddy system
P. Drill with programmed learning packets on the mathematics principles
Q. Use any appropriate equipment available
R. Use math games, puzzles, or drills, case studies, and role playing

IV. SUGGESTED MATERIALS

A. Selected text and accompanying workbook or working papers
B. Internal Revenue Teaching Income Taxes Kit or other teaching aids, sets, or kits available from businesses and government agencies often at no charge
C. Teacher prepared materials
D. Materials collected from businesses
E. Adding machines and calculators or other equipment, if available
F. Audio-visual aids

V. TEACHER RESOURCES

A. Textbooks and workbooks or working papers
B. Reference and resource books
C. Miscellaneous current materials
    1. Newspapers and magazines
    2. Corporation and municipal budgets
    3. Samples of business forms
D. Local business resources
    1. Speakers
    2. Actual forms
    3. Related printed materials
E. Audio-visual aids
    1. Overhead projector
    2. Teacher prepared or pre-made transparencies
    3. Projector, film strips, films, slides, film loops, records, tapes, and opaque projector

VI. EVALUATION PROCEDURES

A. Pre-assessment evaluations to estimate student's present levels of competency
B. Daily class performance
C. Student self-testing
    1. Programmed learning materials
    2. Self-graded quizzes
D. Job competency tests
E. Tests
    1. Teacher prepared
    2. Standardized
F. Marking period, mid-term, final exams

VII. CURRICULUM ALTERNATIVES

A. Provide for individualized instruction
    1. Slow learner
        a. Buddy system with more advanced students (tutorial plan)
        b. Teacher assistance during class practice sessions
        c. Groupings related to student proficiency with work designed to fit each level as determined by teacher evaluations and observations
    2. Advanced student
        a. Supplementary applications of more complex nature
        b. Buddy system assignments (tutorial plan)
    3. Programmed learning materials
        a. Absentees
        b. Self-help sessions
        c. Review sessions
        d. Refresher sessions

B. Realistic situations
   1. Practice sets consisting of materials collected from businesses
   2. Classroom set up to simulate a business atmosphere
   3. Speakers from the business world
   4. Study topics related to industries and businesses familiar to area or actually located in area
   5. Field trips

BOOKKEEPING AND ACCOUNTING

I. BEHAVIORAL OBJECTIVES

Upon completion of the course the student will be able to:

A. Apply basic bookkeeping and accounting principles, procedures, and terminology.

B. Prepare, analyze, compare, and interpret financial statements.

C. Demonstrate a level of job competency on tests in bookkeeping and accounting.

D. Apply knowledge of bookkeeping and accounting principles to the social and economic issues in today's society.

E. Apply the systems approach to business accounting procedures.

*F. Integrate data processing technology into areas of financial activities.

*If the use of data processing equipment is available, it should be incorporated into the course content.

II. COURSE CONTENT

(If available, incorporate data processing equipment where applicable)

A. The fundamentals
   1. Starting bookkeeping records
      a. The balance sheet
      b. The bookkeeping equation
   2. Recording the opening entry
   3. The effect of business transactions on accounts
   4. The effect of income and expense on capital
   5. Proving the accuracy of posting--cash proof trial balance
   6. Financial statements
   7. Closing the general ledger
      a. Recording closing entries
      b. Balancing the general ledger
      c. Preparation of the post-closing balance

B. Use of special journals, subsidiary ledgers, and the work at the end of a fiscal period
   1. Processing purchases of merchandise
      a. Use of the purchases journal

b. The accounts payable ledgers--schedule of accounts payable
c. Use of direct posting in recording purchases on account

2. Processing sales on credit
   a. Sales journal
   b. The accounts receivable ledger--schedule of accounts receivable
   c. Direct posting in recording sales on account
3. Processing cash payments
   a. Check writing and recording procedures
   b. Proving cash and cash short and over
   c. Banking services and the bank reconciliation statement
   d. Automation in banking
4. Processing cash receipts
5. Special applications for returns, allowances, and discounts
6. Work at the end of the fiscal period
   a. Preparation and analysis of worksheets
   b. Financial statements
   c. Adjusting and closing entries
   d. Post-closing trial balance

C. Specialized applications
1. Payroll accounting records and reports
2. Notes receivable and notes payable
3. Depreciation and bad debts
4. Accruals and cash bases
5. Combination journals
6. Bookkeeping without journals or ledgers
7. Fundamentals of bookkeeping for partnerships and corporations
8. Federal, State, and Local taxes

D. Various types of controls in bookkeeping and accounting
1. Voucher system
2. Purchases
3. Sales controls
4. Cash controls
5. Notes receivable and notes payable controls

E. Inventory Management
1. Perpetual
2. Automated
3. Traditional

F. Partnerships
1. Formation of partnerships
2. Admission of partners
3. Recording net income and losses
4. Work at the end of the fiscal period
5. Treatment of capital distribution

G. Corporations
1. Organization of a corporation
2. Characteristics of a corporation

3. Corporate accounts and subsidiary records
4. Corporate financial reports
5. Treatment of capital distribution

H. Departmentalized accounting
1. Sales and purchases procedures
2. Branch and division

I. Machine automation and system accounting
1. Terminology
2. Equipment
3. Methods of automatic data processing

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Initial activities
1. Apply closed and open book approaches to arouse student interest
2. Use chalkboard illustrations and demonstrations

B. Developmental activities
1. Apply problems; the student determines the breadth and depth of business data, analyzes data, attempts generalizations, and draws conclusions about the problem
2. Apply data to develop interpretation skills

C. Terminal activities
1. Apply student planned projects
2. Evaluation of student progress

D. Individualized approaches
1. Assist on individual basis during class practice by teacher
2. Implement buddy system
3. Group according to ability

E. Work experience and field trips

IV. SUGGESTED MATERIALS AND EQUIPMENT

A. Teacher-prepared materials
B. Adding machines and calculators as aids in computation
C. Resource persons
D. Local, state, and federal agencies supplying materials
E. Filmstrips, wall charts, overhead projectors, transparencies, and flowcharts

V. TEACHER RESOURCES

A. Textbooks, workbooks, working papers, and practice sets
B. Reference and source books
C. Surveys of local accounting practices
D. Follow-up studies of graduates
E. Corporation and municipal budgets

VI. STUDENT EVALUATION PROCEDURES

A. Pre-assessment evaluation to determine student's present level of competency when appropriate

B. Student self-testing evaluation and discussions of behaviors achieved during the presentation of culminating activities
C. Evaluation of understanding of concepts and problems by incidental and prepared test (teacher-prepared and standardized)
D. Written reports concerning career opportunities in accounting and bookkeeping
E. Evaluating skills by performance on simulated work projects, including skills in interpretation of data

VII. CURRICULUM ALTERNATIVES

A. Provide for individualized instruction
   1. Slow learner--using buddy system with more advanced students (tutorial plan)
   2. Material for advanced students
B. Integrate data processing
   1. Using matrix bookkeeping
   2. Using machine accounting
C. Offer modular scheduling
   1. Large groups for general presentation followed by small groups for reinforcement and individualized help
   2. Flexible time scheduling for vocational education
D. Use technological innovation
   1. Utilizing computer systems and expertise of local industries
   2. Programmed instruction

DATA PROCESSING

I. BEHAVIORAL OBJECTIVES

Upon completion of the course the student will be able to:

A. Apply the basic data processing principles and terminology.

B. Punch a program card and complete his job instructions with a predetermined level of accuracy.

C. Wire a control panel for an accounting machine and successfully operate to produce a report conforming to given specifications.

D. Operate the various pieces of hardware in the data processing installation.

E. Apply the concepts of computer technology and programming.

F. Demonstrate the level of competency achieved on data processing machine operations and computer programming and systems for job level requirements.

II. COURSE CONTENT

A. Development of data processing
   1. The purpose of data processing
   2. The first data processors
   3. The applications of machines to business needs
   4. The comparisons of types of systems in operation today

B. Tabulating cards and tabulating card equipment
   1. The development of the tabulating (punched) card and mechanical card equipment
   2. The present uses of the punched card
   3. Flowcharting (block diagram)
   4. The functions of data processing and tab cards
   5. The tabulating card
      a. Card design and coding
      b. Basic types
      c. Card fields
   6. Tabulating card equipment
      a. Card punch and verification
         (1) Functions
         (2) Other methods of punching cards
         (3) Alphabetic and numberical punching
         (4) Program card punching
         (5) Verification

b. Interpreter
   (1) Functions
   (2) Operational procedures
c. Sorter
   (1) Functions
   (2) Operational procedures
   (3) Alphabetic and numerical sorting
d. Reproducing punch
   (1) Comparing
   (2) Reproducing
   (3) Gang punching
   (4) Mark-sensing
   (5) End printing
e. Accounting machine
   (1) Functions
   (2) Operational procedures
   (3) Printing, group, and detail
   (4) Counters and total levels
   (5) Summary punching, selectors, and forms control
f. Collator
   (1) Functions
   (2) Operational procedures
   (3) Electronic calculator

C. Electronic computors
   1. Types and classification of computers by use and size
   2. Functions of the computer
      a. Methods of input
      b. Types and functions of memory
      c. Arithmetic logic operations
      d. Storage methods
      e. Methods of output
      f. Control functions (CPU)
      g. Concept of stored program and data

D. Computer programming
   1. Programming--definition
   2. Procedure of coding and debugging
   3. Types of languages
      a. Machine language (assembly)
      b. Report program generator (RPG)
      c. Cobol
      d. Fortran
      e. Basic
   4. Flowcharting-timing schematic
   5. Computer operation
      a. Input-output
      b. Information representation
         (1) Binary
         (2) Octal
         (3) Decimal
         (4) Hexadecimal

c. Instructions
(1) Instruction address
(2) Operations code
(3) Data address
d. Automatic programming
(1) Symbolic languages
(2) Compilers
(3) Object language decks (machine)
e. Loading a program

E. Social aspects of automation and data processing
1. Importance of automation and data processing
2. Educational opportunities
3. Job opportunities
a. Key-punch and verifier operator
b. Sorter and tab operator
c. Tape librarian
d. Console operator
e. Programmer
f. Systems analyst

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Prepare flowcharts and maintenance of audit trails in simulated data processing systems
B. Participate in "hands on" training in operating hardware
C. Develop sequential approach to problem solving utilizing a systems theory of integrated procedures
D. Participate in field trips to operating data centers
E. Complete job related tests and practical applications

IV. SUGGESTED MATERIALS AND EQUIPMENT

A. Hardware*
1. Keypunches and/or selectric simulators
2. Sorter
3. Reproducer
4. Interpreter
5. Tabulator
6. Collator
7. Computer (If computer technology and programming is offered)

*Rental and/or purchase of equipment are both available

B. Software
1. Tests
a. Standardized b. Teacher-prepared
2. Texts, manuals, references and P.I. manuals
3. Sample solutions and programs
4. Data sheets and documents
5. Overhead, filmstrips, and flowcharts

V. TEACHER RESOURCES

A. Hardware
   1. Equipment for data center
   2. Audio-visual equipment
B. Software
   1. Pre-assessment materials to determine potential
   2. Texts, manuals, references, etc.
   3. Follow-up studies of graduates
   4. Industry Advisory Committee
   5. Hardware manufacturer support

VI. STUDENT EVALUATION PROCEDURES

A. Tests
   1. Pre-test to determine potential for data processing
   2. Teacher-made and standardized tests
   3. Practical problems
   4. Hardware operational problems
   5. Software creation problems
   6. Actual job competency tests
B. Performance
   1. Key-punching skills measurement
   2. Wiring competency measurement
   3. Flowcharting and debugging ability
   4. Computer programming and operations evaluations

VII. CURRICULUM ALTERNATIVES

A. Utilize hardware
   1. In-house system
   2. Time-sharing system
   3. Industry co-operative usage
   4. Rental vs. purchase
B. Offer flexible scheduling
   1. Traditional block
   2. Modular or flexible
   3. Vocational block
C. Provide for individualized instruction
   1. Slow learner: use of buddy or partner
   2. Advanced student placement
   3. Computer assisted instruction (CAI)
D. Implement school administrative operation
   1. Actual job production for school
   2. Simulation of job production

SOCIAL BUSINESS SUBJECTS

Social Business Education can be described as a variety of subjects which deal with the American enterprise system, which identify and explain the role of business as an American economic institution, and which explain the concept of consumer education.

Improvement of basic business education necessitates the welcoming of all students, including the low ability learner. Multi-instructional strategies, such as interdisciplinary planning and teaching self-paced instructional materials, utilization of objectives in performance terms, diagnosis of individual learning problems, flexible scheduling and non-graded instruction can provide a viable business curriculum.

Since the social business subjects utilize similar materials and equipment, teaching resources, and student evaluation procedures, instead of providing a separate list for each subject guide, a master list is prepared from which the individual teacher can select.

Sections IV - Materials and Equipment, V-Teaching Resources, and VI - Student Evaluation Procedures will be enumerated following the Curriculum Guides of this section, Social Business Courses.

General course aims are as follows:

BUSINESS LAW -- Business Law is a course that will enable the student to recognize his rights and responsibilities as a worker and a citizen in the American society. Everyone should be aware of these rights and duties because of the wide varieties of business activities, all of which have legal aspects, that are common to all people. This study will show the student that law is something that relates to everything he does or will do as a member of society.

BUSINESS ORGANIZATION -- Business Organization is a course designed to provide the students with the information needed in acquiring a working knowledge of the fundamentals of organization, operation, and management of business enterprise. This course is organized in such a way as to assist students in deciding on specific career objectives. Emphasis is placed on the importance of human relations in working with other people in a business enterprise.

CONSUMER ECONOMICS/EDUCATION -- Consumer Economics/ Education is designed to help the student activate a philosophy of consumerism that will work for him. The course is organized around the needs and interests of the individual, with the student helping to decide the order of study.

At the end of the course, the student will be able both to upgrade his personal economic skills and to recognize the need for working for an improved standard of living in our democratic society.

ECONOMICS -- Economics is a course designed to enable the students to investigate and study the nature of economics as related to the American worker, citizen, and consumer. The course is organized in such a manner as to provide a scientific way of studying the production and distribution of wealth. Emphasis is placed on collecting, arranging, and interpreting economic information.

GENERAL BUSINESS -- General Business is an introductory course designed to provide a basic knowledge of how business functions in today's society. The course aims to help the student become a more intelligent buyer of goods and services, a better worker, and a more useful citizen. In addition, the course provides exposure and information concerning careers in the business field.

BUSINESS LAW

I. BEHAVIORAL OBJECTIVES

Upon completion of the course the student will be able to:

A. List and define laws and courts.

B. Recognize, classify, and state types of torts and crimes.

C. Identify competent and incompetent parties.

D. Identify valid offers and acceptances.

E. Differentiate between legal and illegal.

F. Recognize, discuss, and explain valid consideration and legal form.

G. Determine contract liability.

H. Differentiate between valid, void, and voidable agreements.

I. Identify and explain the various methods of terminating a contract.

J. Identify types of bailments.

K. Recognize rights and responsibilities under a bailment relationship.

L. Determine the risk of loss in the ownership of property.

M. Analyze the rights and remedies available to buyers and sellers.

N. Recognize agencies organized to protect the consumer.

O. Compare secured and unsecured debts.

P. Recognize, define, analyze, and prepare the various forms of negotiable instruments.

Q. Demonstrate endorsement of negotiable instruments.

R. Recognize the rights of the employer and employee.

S. Explain the government regulations that protect the worker.

T. Identify and explain the various types of agency agreements and their liabilities.

U. Evaluate various forms of insurance policies in terms of his future needs.

V. Identify and explain contracts transferring title to real property.

W. Discuss the value of a will as opposed to intestacy.

II. COURSE CONTENT

A. Law and Legal Problems
   1. Nature and kinds of law
   2. Courts and law enforcement
   3. Legal rights and duties

B. Contracts
   1. Nature of contracts
   2. Competent parties
   3. Offer and acceptance
   4. Defective agreements
   5. Legal agreements
   6. Consideration
   7. Form of agreement
   8. Third parties
   9. Discharge of contracts
   10. Remedies for breach

C. Bailments
   1. Nature and types of bailments
   2. Mutual benefit bailments
   3. Common carriers

D. Buyer and seller
   1. Nature of the sales contract
   2. Form of sales contract
   3. Ownership and risk of loss
   4. Warranties and product liability
   5. Rights and remedies
   6. Consumer protection

E. Debtors and creditors
   1. Secured and unsecured debts
   2. Secured agreements

F. Commercial paper
   1. Nature and kinds
   2. Form and content
   3. Transfer
   4. Rights of holders
   5. Promissory notes
   6. Drafts and checks

G. Employer and employee
   1. Contracts of employment
   2. Protection of employees
   3. Government regulation
H. Principal and agent
   1. Creating an agency
   2. Duties and liabilities
I. Insurance
   1. Nature of insurance
   2. Property and casualty insurance
   3. Life insurance
   4. Auto insurance
   5. Social security
J. Property
   1. Ownership and transfer
   2. Landlord and tenant
   3. Wills and intestacy

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Prepare bulletin board displays to illustrate unit topics
B. Collect and interpret current newspaper and magazine articles that deal with legal topics
C. Write and give oral reports on investigations and surveys of community resources and services
D. Perform in groups (law firms) to discuss and solve legal case problems
E. Visit the municipal and county courts and report on the activities in these courts
F. Listen, question, and evaluate guest speakers and lecturers
G. Debate controversial topics and decisions rendered in classroom discussions
H. Participate in socio-drama mock trials
I. Produce video tape skits of legal problems
J. Produce radio scripts of skits to be presented to class for their evaluation
K. Compile a reference library including books, newspaper and magazine articles to be used throughout the year
L. Listen, analyze, and discuss legal cases prepared by students on a tape recorder
M. Participate in student committees to arrange for field trips, guest speakers, and other audio-visual materials for classroom use
N. View and evaluate films presented on legal topics
O. Prepare slides or collect photographs that illustrate legal topics

IV. SUGGESTED MATERIALS AND EQUIPMENT (Refer to end of this section)

V. TEACHER RESOURCES (Refer to end of this section)

VI. STUDENT EVALUATION PROCEDURE (Refer to end of this section)

VII. CURRICULUM ALTERNATIVES

A. Small Groups: Divide class into small groups or law firms. These firms work together and prepare a brief in defense of their client. They present their case to the class using media necessary to prove their client's case. They are evaluated on their performance and research.

B. Debate and/or discuss "Current Events"
Example: Prison reforms
Court reforms
Capital punishment
Law enforcement corruption

C. Produce a radio play:
Students will read prepared scripts into a tape recorder. They may supply any sound effects needed. These recordings may then be used in other classes to illustrate legal points or as a testing device.

D. Use Team Teaching and Interdisciplinary Approaches.

E. Use graduates and individuals in the business profession as guest speakers

BUSINESS ORGANIZATION

I. BEHAVIORAL OBJECTIVES

Upon completion of the course the student will be able to:

A. Determine the functions of business enterprise and the manner in which these functions are performed.

B. Describe the economic, social, and political environment in which business firms operate.

C. Identify the basic tools and skills necessary in making business decisions.

D. Describe the characteristics of a well-organized business office.

E. Discuss and compare sole-proprietorships, partnerships, and corporations.

F. Demonstrate the guidelines businessmen follow in establishing prices.

G. Appraise the choices available relative to his occupational goals.

H. Explore and analyze the career opportunities that exist in the following fields of business: distribution, merchandising, selling, advertising and sales, promotion, purchasing, finance, accounting, personnel management and labor relations, general office, shipping and transportation, manufacturing, and research.

I. Describe the procedures businessmen use in purchasing merchandise.

J. Explain the relationship that exists between unions and management.

K. Compare the features of the major pieces of labor legislation.

L. Distinguish between the cost method and the retail method of taking an inventory.

M. Identify and compare the following discounts: trade quantity, seasonal, cash, and anticipation.

N. Illustrate and discuss the main kinds of advertising that are popular in today's business world.

O. Explain and demonstrate appropriate selling techniques.

P. Discuss the types of government regulations and legislations that influence business organization.

Q. Discuss the functions of personnel management.

R. Analyze and compare stocks and bonds.

S. Define and compare the different types of banks.

T. Determine the requirements for obtaining a loan.

U. Recognize, define, and construct the different types of negotiable instruments.

V. Reconcile and analyze a bank statement.

W. Explain the various types of insurance a businessman needs in protecting his property and employees.

X. Explain the purposes of accounting and the keeping of records.

Y. Identify and interpret financial statements.

Z. Construct a letter of application and complete an application form.

II. COURSE CONTENT

A. American business
   1. Introduction to business
   2. The nature of economics
   3. Characteristics of modern business
B. Business organization
   1. Classifications
   2. Organizational structure
C. Marketing operations
   1. Channels of distribution
   2. Pricing policies and procedures
   3. Selling techniques
   4. Advertising and sales promotion
D. Purchasing operations
   1. Policies
   2. Procedures
E. Financial and administrative operations
   1. Financial requirements
   2. Business risks and insurance
   3. Credit policies and procedures

4. Collection policies and procedures
5. General office procedures

F. Accounting operations
   1. Financial records
   2. Budget and control

G. Management of personnel
   1. Leadership
   2. Selection, training, and promotion
   3. Wages and salaries
   4. Labor-management relations

H. Government Regulations
   1. Federal, state, and local
   2. Taxation

I. Your career in business
   1. Sources of business training above the high school level
   2. Planning a career

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Plan, conduct, and discuss field trips to local business firms
B. Participate and discuss field interviews and field observations
C. Meet and discuss with local bank officials their requirements for obtaining a loan
D. Participate in group and class discussions about various aspects of business organization
E. Construct bulletin board displays in relation to different areas of business organization
F. Establish a file where students may do research on prospective careers
G. Have the students set up a portfolio on the job of his choice which tells a complete story about the nature of the work, associates, responsibilities, education, and pay advancements
H. Collect and discuss newspaper and magazine articles
I. Demonstrate the different selling techniques by having students give sales demonstrations
J. Invite businessmen to come in to talk to the class on various topics of business organization
K. Develop and utilize surveys on different aspects of business organization
L. Set up a student store with merchandise to be purchased and sold by students
M. Develop and maintain a recordkeeping system for the student store
N. Obtain from business firms literature that is relevant to business organization
O. Determine the method of organization developed in the accounting departments of local business firms
P. Examine and discuss financial statements of area business firms

Q. Trace selected products from their production center through the various channels of distribution to their final use or consumption
R. Visit with owners and operators of local business firms and discuss the various types of insurance they carry
S. Obtain the services of an employer to demonstrate a job interview
T. Provide experience in testing for job placement

IV. SUGGESTED MATERIALS AND EQUIPMENT (Refer to end of this section)

V. TEACHER RESOURCES (Refer to end of this section)

VI. STUDENT EVALUATION PROCEDURE (Refer to end of this section)

VII. CURRICULUM ALTERNATIVES

A. Arrange to have guidance counselors administer reliable interest and aptitude tests to all members of the class and indicate to them the areas in which their interests seem to lie, and have the counselors give information relating to post-high school education and job opportunities
B. Use team teaching with the Social Studies Department when studying units on business organization and government regulations and the Mathematics Department when studying units on pricing and discounts

CONSUMER ECONOMICS/EDUCATION

I. BEHAVIORAL OBJECTIVES

Upon completion of the course the student will be able to:

A. Define the essential characteristics of a free enterprise system and explain how it affects the consumer.

B. Explain one's social and economic responsibilities and discuss the role that the educated consumer plays in giving direction to the economy.

C. Identify the types of financial institutions available, explain their functions, and discuss how each can serve the consumer.

D. Define and compare the various kinds of consumer credit in use, interpret the methods by which costs are assessed for each type, and cite the advantages and disadvantages of using consumer credit.

E. Identify, collect, classify, and appraise the various sales promotional and advertising devices used by business.

F. Identify the government and private agencies that help to protect the consumer and discuss and explain their functions.

G. Discuss and explain the common business laws overning adult-minor consumer relationships and contract parties and agencies and describe what type of action can be taken to protect one's legal rights.

H. Identify the values that influence decisions in purchasing and state solutions that are in accord with those values.

I. Discuss and analyze the complexities of decision-making as it concerns the major consumer items of food, clothing, and appliances by identifying the sources of technical information which should be used in order to make wise and prudent choices.

J. Prepare a personal budget.

K. Compare the relative advantages and disadvantages of buying a new or used car, estimate the cost of

financing, operating, and maintaining it, and investigate the qualities to seek in a car.

L. Recognize that taxes are a source of income for government agencies to provide innumerable services which the consumer would find difficult to secure for himself.

M. Prepare his own income tax return.

N. Define and explain a personal budget, list the advantages of budgeting and demonstrate the ability and habit of budgeting one's time, energy, and money.

O. Define one's wants and needs and establish the priorities for achieving them.

P. Explain how additional income may be secured through wise investments.

Q. Discuss the relationship between corporations and investors and explain how both, while seeking profits, contribute to the benefit of the nation.

R. Define and discuss such securities as stocks and bonds and list the advantages and disadvantages of investing in the stock market.

S. Define and discuss the provisions, benefits, and costs of the various types of common insurance policies a consumer should investigate.

T. Identify and explain the many forms of government-sponsored social insurance programs that are available and conclude that these provide a minimal protection and must be supplemented.

U. Discuss the methods of estimating reasonable amounts of insurance one should carry.

V. Compare the values of renting, buying, and maintaining a home in relation to one's personal criteria and financial ability.

II. COURSE CONTENT

A. The American economic system and the consumer
   1. Some simple truths of economics
   2. The American free-enterprise system
B. Taxes and the consumer
   1. Local
   2. State
   3. Federal

C. Financial and credit services
   1. Banking services and loans
   2. Understanding and using credit
   3. Using installment credit
D. The consumer and the market
   1. Advertising and the consumers
   2. Aids and protection for consumers
   3. Legal relations important to consumers
   4. Buying and spending wisely
E. A financial management plan
   1. Financial management
   2. Principles and procedures of investing
F. Protection through insurance
   1. Protection through property and liability insurance
   2. Protection through life and health insurance
   3. Buying life insurance
   4. Individual and family security through social insurance
G. Problems of obtaining a home
   1. Providing housing for the family
   2. Financing the purchase of a home
   3. Legal problems of obtaining a home

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Plan, conduct, and report on findings of field trips
B. Comparative shopping trips
C. Gather, analyze, discuss, and explain timely data found in newspapers, magazines, books, pamphlets, etc., and on radio and television
D. Listen, question, and summarize information given by guest speakers
E. Analyze several advertisements on toothpaste; ask a chemistry class to analyze certain brands and report on which contains the least abrasives; and then discuss advertisements again
F. Prepare an illustrated handbook on such topics as truth in lending, gyps, frauds, and quacks, bait and switch ads
G. Debate the pros and cons of a sales tax, state income tax, poll tax
H. Form a small committee and visit a local bank and apply for an automobile loan; prepare to supply amount of cash available, down payment, amount needed to buy the car, and the number of months needed to repay; ask the bank to cooperate by going through the normal procedures; and report to class
I. Participate on a panel on how life insurance can provide one with funds for an education
J. Prepare charts such as on comparing stocks and bonds as to voting rights, ownership, transfer of ownership, security

K. Interview business people, parents, and/or peers on such issues as "Buy Now, Pay Later" or "Caveat Emptor" or "The Green Stamp Rush," etc., and report results to class
L. Participate in role-play situations
M. Participate in such committee activities as panels, debates, roundtables, talks, demonstrations, forums, research, displays, and preparing of handbooks
N. Investigate clearing houses for complaints and explain how they can be helpful to the consumer
O. Conduct and report on surveys
P. Prepare charts and graphs
Q. Discuss and analyze case problems
R. Plan, form, and participate in a class stock investment club
S. Use programmed and learning instructional materials
T. Prepare a basic personal budget

IV. SUGGESTED MATERIALS AND EQUIPMENT (Refer to end of this section)

V. TEACHER RESOURCES (Refer to end of this section)

VI. STUDENT EVALUATION PROCEDURE (Refer to end of this section)

VII. CURRICULUM ALTERNATIVES

A. Explore team teaching and interdisciplinary approaches
B. Provide for independent study
C. Arrange for a small group visit to a New Jersey Department of Consumer Affairs agency and see how a state office can assist the consumer
D. Invite a car salesman to bring a used car to the school and show class what to look for before buying; then have an insurance broker in to speak about protecting the public, the consumer, and the car through insurance; the driver education teacher could then speak on the teenager and his driving

ECONOMICS

I. BEHAVIORAL OBJECTIVES

Upon completion of the course the student will be able to:

A. Identify and explain basic economic concepts
   1. Scarcity
   2. Resource ownership
   3. Supply and demand
   4. Money
   5. Income

B. Interpret economic graphs, diagrams, charts, and tables.

C. Seek, find, collect, and interpret current economic events by screening newspapers and magazines.

D. Recognize and present through classroom discussions different economic points of view based upon supplementary readings.

E. Explain the values (monetary and other) to be derived from work.

F. Identify the major agencies and services available for the protection of the consumer.

G. Describe the production, distribution, and consumption phases of the American economy.

H. Discuss the role of money and banking in relationship to its contribution to the American economy.

I. Discuss the involvement of organized labor in relation to its positive and negative effects on the American economy.

J. Explain the involvement of the national, state, and local governments as contributors to the growth of the economy.

K. Suggest and defend methods of managing one's personal economic activities in relationship to resources, needs, and wants.

II. COURSE CONTENT

A. Basic considerations necessary for the study of Economics
   1. Economics defined
   2. Helpful devices used in the study of economics
   3. The importance of economics to the citizen, worker, and consumer
   4. Economic cycles

B. Basic Economic Concepts
   1. Scarcity
   2. Resource ownership
   3. Supply and demand
   4. Money
   5. Income

C. The American Economic System
   1. Production
   2. Distribution
   3. Consumption
   4. Competition
   5. Conservation
   6. Recycling
   7. Profits
   8. Management
   9. Government controls
   10. Organized labor
   11. Taxes
   12. Unemployment
   13. Poverty
   14. Prosperity
   15. Inflation
   16. Recessions
   17. Long range growth

D. Personal aspects of economics
   1. Employment
   2. Money management
   3. Use of credit
   4. Consumer protection
   5. Social security

E. Economic systems of other countries

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Collect, read, and interpret current newspaper and magazine articles dealing with economic topics
B. Prepare and submit written and oral reports dealing with economic topics
C. Participate in classroom discussions, debates, and skits
D. Attend and discuss field trips to local businesses and industry
E. Conduct, tabulate, and analyze pertinent surveys of businessmen, union leaders, and production workers
F. Participate as an active member of a classroom committee or panel
G. Listen, ask questions, and summarize talks and discussions given by guest speakers
H. Observe, take notes, and discuss economic topics presented through films, filmstrips, and TV tapes
I. Plan, organize, and conduct an individual study project on any phase of economics that may be of interest

J. Write letters to public officials and analyze their views on timely economic issues
K. Obtain pamphlets, booklets, and statements dealing with economic topics from public and private agencies
L. Prepare a directory of local businesses and classify them as proprietorships, partnerships, and/or corporations
M. Visit and discuss a training program administered by the Department of Health, Education, and Welfare, Department of Labor, or Office of Economic Opportunity
N. Construct a display for a bulletin board, shadow box, display case, or store window that illustrates a timely economic issue
O. Attend and submit a report of a Chamber of Commerce meeting, union meeting, or stockholder's meeting
P. Form a classroom investment club, purchase shares of stock, and follow the activity of the shares through the use of a newspaper
Q. Construct and explain charts, graphs, or diagrams dealing with economic data
R. Design and conduct an appropriate experiment to measure the effects of an economic concept or law

IV. SUGGESTED MATERIALS AND EQUIPMENT (Refer to end of this section)

V. TEACHER RESOURCES (Refer to end of this section)

VI. STUDENT EVALUATION PROCEDURE (Refer to end of this section)

VII. CURRICULUM ALTERNATIVES

A. Teach the course for a full year or one semester depending on the manner in which the student learning activities are used
(For example: The Learning Experiences and Activities contained in Section III are structured in such a manner that the teacher of a one semester course in economics could select every other activity, spend approximately one week in the activity, and still generally meet the stated objectives.)
B. Use an interdisciplinary approach to learning based on the nature of the learning activity
C. Make provision for individual, small group, or large group participation as well as provision for the fast or slow learners
(For example: Learning Experience and Activity A could begin with the individual collection of articles. The individual collections could be combined with a small group collection. The small group collection could be assembled into one large collection which would contain an example of each article, along with individual and group analysis for each.)

D. For the slow learner, place emphasis on collecting and assembling phases
E. For the more able student, place emphasis on interpretation

GENERAL BUSINESS

I. BEHAVIORAL OBJECTIVES

Upon completion of the course the student will be able to:

A. Determine the difference between various types of business organizations in the local area.

B. Trace the use of money as it developed as a medium of exchange, standard of value, and a storehouse of value.

C. Discuss the function and role of banks in today's society by recognizing standard banking forms and services.

D. Select the appropriate checking account plan to fit the need of each individual or business.

E. Prepare a checking account model and bank reconciliation form.

F. Choose a list of products and analyze how the consumer:
   1. Acquires the money necessary to buy these products
   2. Decides when and what products to buy
   3. Selects the dependability of the manufacturer
   4. Determines the best channel from which to buy (ie. retail, wholesale, discount house, or manufacturer)

G. Investigate and compare various types of credit plans.

H. Compute the dollar amount of interest and solve installment buying problems.

I. Identify various types of insurance policies and determine suitable personal insurance programs using problems and role playing situations.

J. Prepare a personal budget.

K. Discuss how a family manages its income.

L. List and discuss types of transportation available to both the consumer and business.

M. Plan a trip via three different means of transportation, and discuss the services available to the traveler in all three situations.

N. List and explain the advantages and disadvantages of communication
   1. Telephone
   2. Telegraph
   3. Letter
   4. Advertising
   5. Mail
   6. Periodicals
   7. Radio
   8. Television

II. COURSE CONTENT

A. Business, the economy, and you
   1. You and the business world
   2. How a business is organized
   3. Business creates jobs and income

B. Our money and banking systems
   1. Money and its uses
   2. Banking services
   3. Using checking accounts
   4. Good check-writing procedures
   5. Other money and banking services

C. Consumer spending
   1. How incomes are spent
   2. Consumer buying
   3. Consumer services

D. Credit and its uses
   1. Credit buying
   2. Credit payments
   3. Cost of credit
   4. Buying on credit

E. Insurance - protection against risks
   1. Insurance for economic risks
   2. Life insurance
   3. Property and liability insurance
   4. Automobile insurance
   5. Cost of insurance
   6. Insurance planning

F. Money management
   1. Planning the use of income
   2. Personal money management
   3. Personal and business records

G. Transportation service
   1. Importance of transportation to business
   2. Postal services
   3. Shipping by mail and express

H. Travel
   1. Public and private transportation
   2. Services for travelers

I. Communications
   1. Telephone and telegraph
   2. Radio and television
   3. Advertising

III. LEARNING EXPERIENCES AND ACTIVITIES

A. Participate in class discussions and role play situations
B. Utilize local business and industry
C. Prepare a directory of local businesses and classify them as proprietorships, partnerships, and corporations
D. Relate student's personal experiences to classroom work
E. Attend and discuss field trips to local businesses
F. Use practice sets relating to student interest
G. Construct a display for a bulletin board or display case that illustrates each unit discussed
H. Observe, take notes, and discuss business topics presented through films, filmstrips, and TV tapes
I. Construct and explain charts, graphs, or diagrams dealing with business data.
J. Discuss current and local business situations

IV. SUGGESTED MATERIALS AND EQUIPMENT (Refer to end of this section)

V. TEACHER RESOURCES (Refer to end of this section)

VI. STUDENT EVALUATION PROCEDURE (Refer to end of this section)

VII. CURRICULUM ALTERNATIVES

A. Offer a mini course to seniors as an elective
B. Divide the class into small groups for discussions and role play situations which lends itself to individualized instruction

IV. SUGGESTED MATERIALS AND EQUIPMENT

1. Textbook - workbook
2. Transparencies
3. Filmstrips - film loops
4. Chalkboard
5. Newspapers - magazines
6. Charts, graphs, maps, diagrams
7. Pictures - photographs
8. Student projects, practice sets
9. Manuals
10. Exhibits
11. Posters
12. Bulletin boards
13. Programmed packages
14. Flannel board
15. Cassette player
16. Reference library
17. Local business directories
18. List of community agencies and services
19. Radio and television
20. Carrels
21. Miscellaneous supplies for constructing displays, bulletin boards
22. Puzzles
23. Models, objects, and specimens
24. Games and simulations

V. TEACHER RESOURCES

1. Projectors: overhead, 16 mm. film, filmstrips, film loops, slides, opaque, video recorder
2. Tape recorder
3. Video tapes
4. Radio scripts
5. Recordings
6. Advisory committee
7. Related texts
8. Library and media centers
9. Community resources and personnel
10. Local college facilities, resources, and personnel
11. Other school facilities and personnel
12. Textbook and media consultants
13. Alumni
14. Files of current materials
15. Professional and related magazines
16. Curricular bulletins and courses of study
17. Yearbooks of business education

(Teacher Resources include commercial and teacher prepared.)

VI. STUDENT EVALUATION PROCEDURES

A. Students will be evaluated when deemed appropriate by the instructor.

B. Students will be evaluated on the basis of how well they demonstrate attainment of the behavioral objectives in Section I.

C. Following is a list of suggested instruments for evaluating terminal student performance:
   1. Observation by teacher
      a. Small group
      b. Large group
      c. Individuals
   2. Conferences or interviews
   3. Teacher--pupil planning
   4. Self-evaluation by students
   5. Evaluation by groups or committees
   6. Teacher prepared tests
   7. Commercial instruments
   8. Sociometric methods such as role playing
   9. Check lists
   10. Essays

D. Grading will be determined by each individual teacher within the guidelines set by the department, school, and district